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ABSTRACT

The necessary handbooks for use of the Student Information System (SIS), developed and tested by the Western Nevada Regional Education Center under a 1968-71 Title III (Elementary and Secondary Education Act) grant, are presented in this volume. As noted, the purpose of the SIS is to supply data and information to persons or organizations who make decisions affecting education in Nevada; the types of data incorporated in the SIS include student entry data (e.g., name and address), personnel data (e.g., transportation and learning or activity limitations), standardized test scores, and student accounting (e.g., health data and academic records). In the document, the SIS design is described, and criteria for data collection are included. Pamphlets presented in the document include Sample Book, Using Student Data from Computer Printouts, Data Collector's Handbook, User's Book, Data Plotting System, and Developing an Educational Information System. The appendices provide information on the Op-Scan Data Collection Sheets and data error routines. (PS)

ED 062066

END OF PROJECT REPORT
1968 - 1971

Vol. II - Systems Book

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SYSTEMS BOOK

for

a

STUDENT INFORMATION SYSTEM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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designed by

Theodore G. Brough
Victor M. Hyden, Jr.

June 26, 1971

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ESEA TITLE III 1965

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RC006098

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PAMPHLETS in this order:

SAMPLE BOOK

USING STUDENT DATA FROM COMPUTER PRINTOUTS

DATA COLLECTOR'S HANDBOOK

USER'S BOOK

DATA PLOTTING SYSTEM

DEVELOPING AN EDUCATIONAL INFORMATION SYSTEM

INTRODUCTION

This volume contains the necessary handbooks for use of the Student Information System developed and tested by the Western Nevada Regional Education Center, Lovelock, Nevada, under a three-year Title III grant from the Office of Education.

The order of these pamphlets has been designed for use by the user-customer, generally not a computer expert. The Sample Book at the beginning shows output products available from the system. Later booklets deal with specific steps designed to aid in interpreting the output or to correctly add student data to the system. The technique has been tested and it does work, although an inexperienced user may be overwhelmed by the coding requirements necessary to handle and interpret the data. Unfortunately, only some of the information can be printed out in plain language due to restraints--largely financial. One can get almost any report printed by a computer--if he wants to pay the price.

The system described in most of these pamphlets and the data involved is located at the Central Data Processing facility of the State of Nevada, Carson City, an IBM 360/50. In order to use the system, the first contact should be made with the Deputy Superintendent of Public Instruction, Mr. John Gamble. He will make the necessary arrangements for use of the data contained in the system.

The data outputs from the Student Information System can be used as sorts preliminary to further analysis (by hand computation or by re-coding and use of a computer). Computer facilities available that have been used for some of this data for WN-REC reports are:

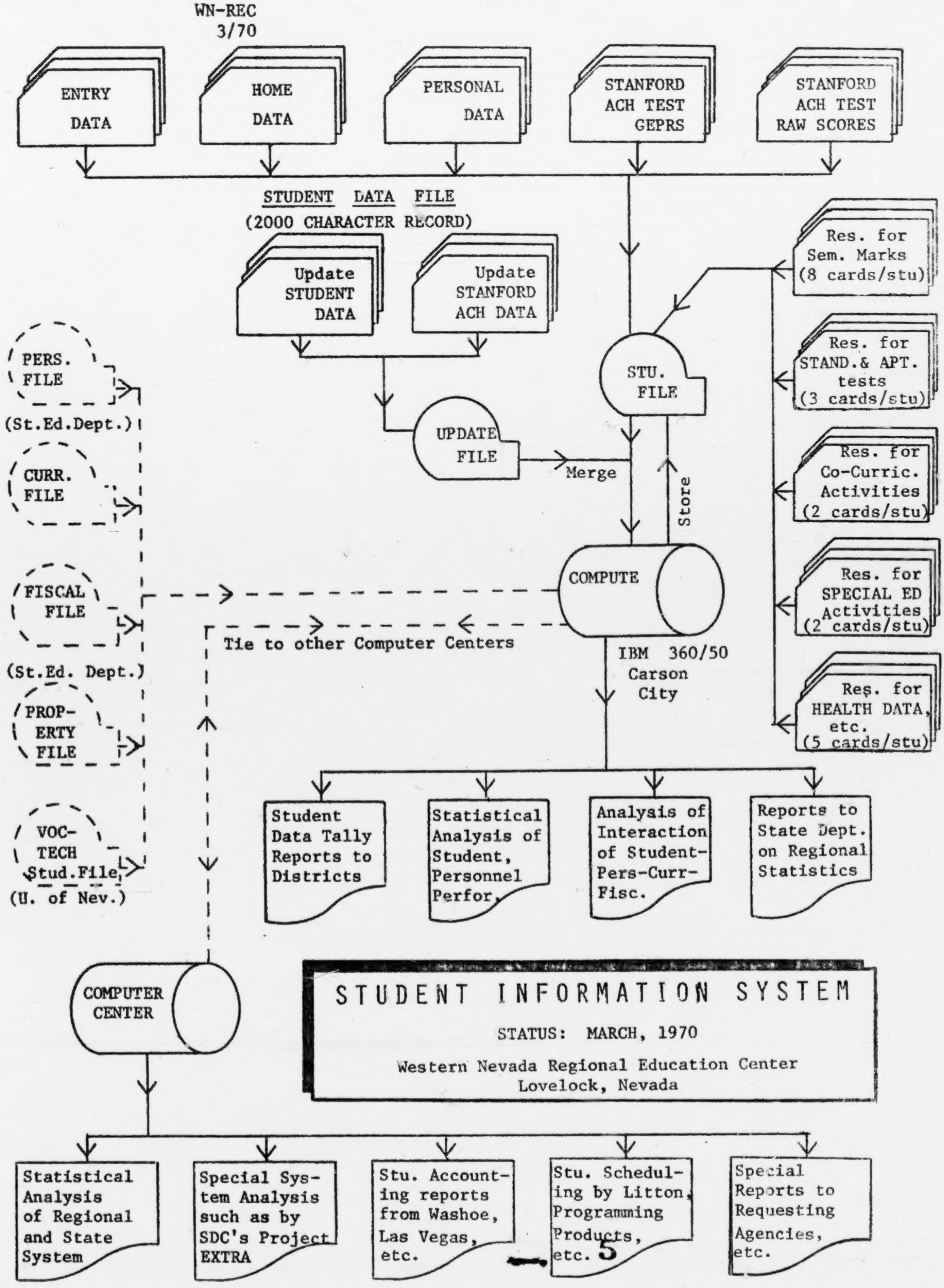
The University of Nevada Computer Facility, Reno, Nevada
(An XDS Sigma-7, which uses FORTRAN IV, for analysis purposes)

The McKenzie Construction Company, Sparks, Nevada
(An IBM-1130, which uses FORTRAN IV in the mathematical and statistical packages)

Examples of analyses utilizing the SIS data along with data from other stored files (such as the Personnel Data File of the State Department of Education, Fiscal data issued by the State Superintendent of Public Instruction, or local curricular information) are to be found in later volumes of this annual report (Volumes III and IV). Some interactions of the SIS data with other sources of data are shown on the accompanying flow chart.

Some portions of the SIS shown on that chart have not yet been activated, although the structure for expansion has been set up. For example, space has been reserved for Semester Marks, Other Standardizd Tests, Co-curricular Activities, Special Education Activities, and Health Data. Although this part has not been programmed in the Carson City computer, the expense to expand into these areas should be minimal.

One computer facility in the Reno area has been programmed to handle additional data: Nevada Data Systems, Reno, Nevada (an IBM 360/30), which uses COBOL with expanded storage capabilities. The Data Plotting System booklet in this collection describes the coding requirements for that facility.


WN-REC
3/70
ENTRY DATA
HOME DATA
PERSONAL DATA
STANFORD ACH TEST GEPRS
STANFORD ACH TEST RAW SCORES
STUDENT DATA FILE
(2000 CHARACTER RECORD)
Update STUDENT DATA
Update STANFORD ACH DATA
UPDATE FILE
Merge
STU. FILE
Store
COMPUTE
IBM 360/50
Carson City
Res. for Sem. Marks (8 cards/stu)
Res. for STAND.& APT. tests (3 cards/stu)
Res. for Co-Curric. Activities (2 cards/stu)
Res. for SPECIAL ED Activities (2 cards/stu)
Res. for HEALTH DATA, etc. (5 cards/stu)
PERS. FILE
(St.Ed.Dept.)
CURR. FILE
FISCAL FILE
(St.Ed. Dept.)
PROP-ERTY FILE
VOC-TECH Stud.File
(U. of Nev.)
Tie to other Computer Centers
Student Data Tally Reports to Districts
Statistical Analysis of Student, Personnel Perfor.
Analysis of Interaction of Student-Pers-Curr-Fisc.
Reports to State Dept. on Regional Statistics
COMPUTER CENTER
Statistical Analysis of Regional and State System
Special System Analysis such as by SDC's Project EXTRA
Stu. Accounting reports from Washoe, Las Vegas, etc.
Stu. Scheduling by Litton, Programming Products, etc.
Special Reports to Requesting Agencies, etc.

STUDENT INFORMATION SYSTEM

STATUS: MARCH, 1970

Western Nevada Regional Education Center
Lovelock, Nevada

The SIS has peculiar coding requirements and the Carson City facility has edit programs to weed out the unacceptable data. However, the astute user will find that he can enter his own data into the system by defining the acceptable codes to meet his needs. The headings in the printouts, of course, will not be changed, but the sorting will be done as indicated in the various printouts and, hence, can be used as one wishes. Reference should be made to the volumes of computer printout materials furnished to each school district in the 8-county Western Nevada Region.

WHAT DOES IT COST TO USE THE SYSTEM?

The following costs are estimates and should not be taken literally:

For Carson City

To keypunch input data in a given format:

Approximately 5¢ per card

To request a printout of data for any of the report formats now existing:

Approximately $25 per report
(up to 5 copies for the same price)

To request a complete listing from the file:

Approximately $100 per report

(This depends on the amount of data involved in the printout *and* the number of students involved)

(Any contact with the Central Data Processing Facility, Carson City, should be preceded by contact with the Deputy Superintendent of Public Instruction.)

For Nevada Systems, Reno (contact them directly)

To keypunch input data in a given format:

Approximately 5¢ per card

To request a plot of data for the Plotting System:

Approximately $25 per report

For McKenzie Construction, Sparks (contact them directly)

To run an analysis (all program and data cards completely prepared elsewhere for computer submission): $35/hour,
$20 minimum charge)

For University of Nevada, Reno (contact them directly)

To run an analysis (all program and data cards completely prepared elsewhere for computer submission) $100/hour. Approximate cost per problem: $30. Check with the Center first.

If additional services are necessary, of course, the computer facility will charge for them.

Some savings can be made if cooperative efforts are made to request reports from Carson City in conjunction with other neighboring school districts (see the comments that accompany the List of Reports for WN-REC in the SIS SAMPLE BOOK).

WN-REC

STUDENT INFORMATION SYSTEM

SAMPLE BOOK

October, 1970

WESTERN NEVADA REGIONAL EDUCATION CENTER

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P.O. Box 421
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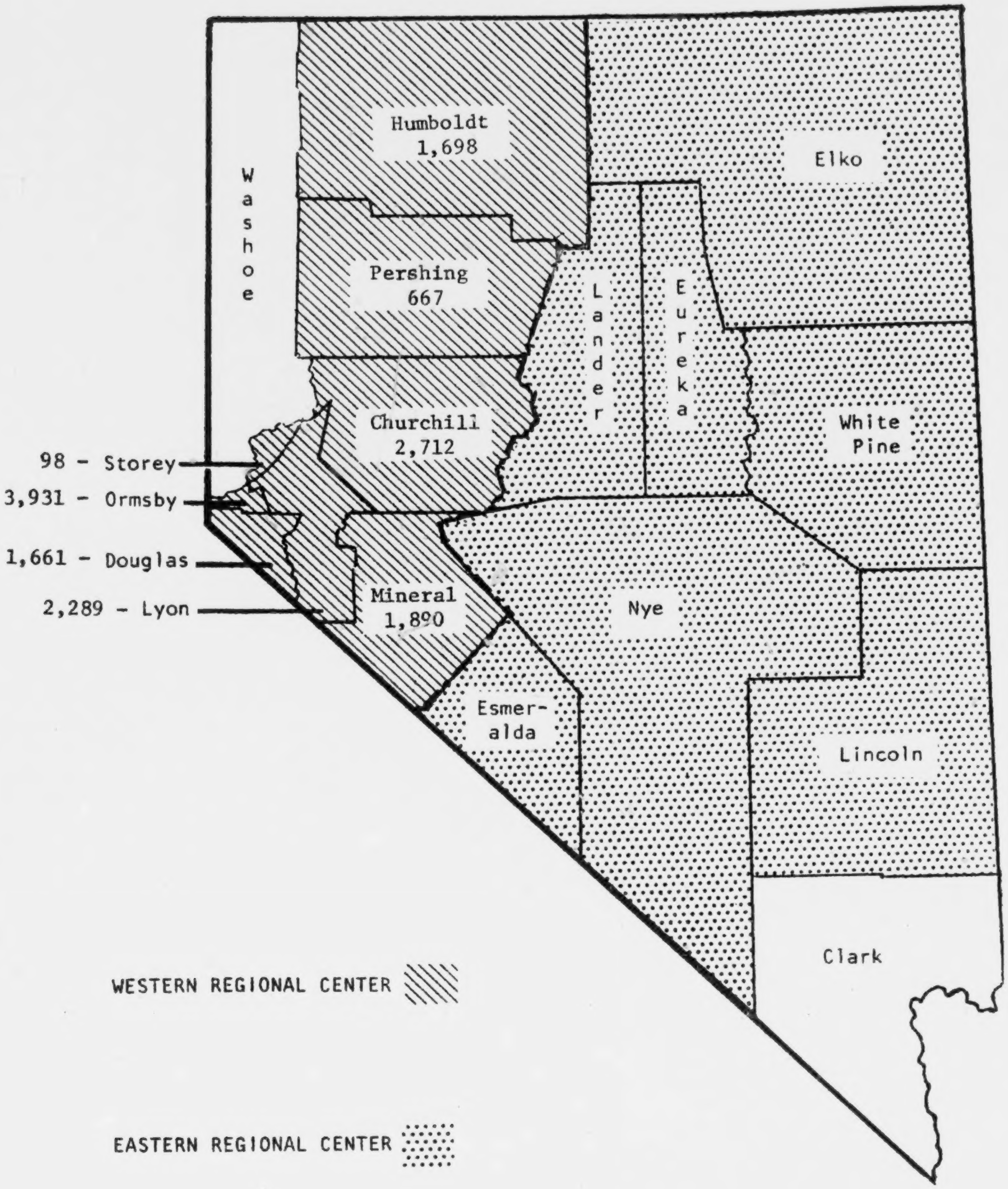
ABOUT THIS SAMPLE BOOK

The purpose of this WN-REC Student Information System Sample Book is to introduce sample services and products to interested persons within the region. It is a condensed version of the more complete publication, The WN-REC Student Information System User's Handbook, recently distributed to district superintendents. The Handbook will be updated, corrected, and revised as the information system develops. This is not true of this sample book. It is being distributed to principals, counselors, and school board members. These persons should contact their district superintendent if they want to check-out complete publications.

The center staff will appreciate any responses to this publication and will be more than happy to answer questions from readers.

DISTRICTS' ENROLLMENT*

WESTERN NEVADA REGIONAL EDUCATION CENTER


Humboldt 1,698
Elko
Washoe
Pershing 667
Lander
Eureka
Churchill 2,712
White Pine
98 - Storey
3,931 - Ormsby
1,661 - Douglas
2,289 - Lyon
Mineral 1,890
Nye
Esmeralda
Lincoln
Clark
WESTERN REGIONAL CENTER ▨
EASTERN REGIONAL CENTER ░

* Enrollment as of 1/70

INTRODUCTION

If a person were restricted to the historical "twenty-five words or less" in explaining the purpose of the Western Nevada Regional Education Center's Student Information System, he might consider the following:

> The purpose of the system is to supply data and information to persons or organizations who make decisions affecting education in Nevada.

This is hardly sufficient since it is hard to define such terms as "decision makers" or "planners" in public education. With varying degrees and types of involvement, commitment, and responsibility, the following persons or groups come to mind as decision makers:

Students

Classroom Teachers

Teaching Specialists

Counselors

Principals/Vice-Principals

District Staff Specialists

District Administrators

District School Boards

State Department of Education

State Board of Education

State Legislature

General Public

Such a list is imposing since it represents many levels of decision-making responsibility requiring different types of data/information in varying forms at various times for varying purposes. And these factors are ever changing as to time, importance, and use. Thus the action by the WN-REC Board of Directors in limiting the original intended audiences for the Student Information System. As of 1970-71, the following grouping of audiences was considered as the intended users of the Student Information System:

Teachers

District Specialists

District Administrators

District School Boards

State Department of Education

The purpose of this Handbook is to provide information about the Student Information System for close inspection by interested persons - especially potential system users. The type of data incorporated in the Student Information System is summarized in the next section (SIS DESIGN). More details as to the specific information included will be found in the Data Collector's Handbook of Instructions (tabbed as COLLECTING DATA).

This book will never be "completed" in the traditional sense. Each week, month, or year will find new designs, printouts, available services, reports or instructions being distributed for insertion by the user. This is not only inevitable but desirable since the book is really a sort of prospectus about possible uses. As school people use the Student Information System other uses and needs for additional information will evolve. These will call for additional programs, reporting formats and changes of direction in information use. We urge our users to be critical of the products as shown herein and suggest improvements. We seek creative uses of the outputs.

STUDENT INFORMATION SYSTEM DESIGN

Any Information System comes into being as a direct result of demands for specialized information in special formats. An educational information system must, therefore, reflect current (and future) information requirements for school operations. One facet of such an information system is student information. The feasibility of gathering and storing certain items of information must be based upon an analysis of current educational information gathering practices. Hence criteria for data collection must be established and the system based on these criteria. A discussion of how these criteria were established follows.

The computer based Student Information System designed by the Western Nevada Regional Education Center is indicated on the accompanying flowchart. The structure has been set-up leaving ample space for later developments in information needs. The techniques for entering students into the Student Information System are detailed in the COLLECTING DATA section (Data Collector's Handbook) of this Handbook.

Programs to handle the input data and to give output reports of various kinds have been developed at the State of Nevada's Central Data Processing Center, Carson City. Samples of available output reports and how to order them are given in following sections (SIS SERVICES, SIS PRINTOUTS) of this Handbook. Additional reporting capabilities are indicated at the bottom of the flowchart following this discussion. These additional services either involve the use of nearby computer centers or cross-filing with existing files of information (computer stored or not).

Statistical analysis of the stored data involves sampling procedures and special handling of the data by recognized research procedures. The computer outputs indicated in the SIS PRINTOUTS section are the source of input data for statistical analysis. Additional analysis of the computer-based reports also involves hand computation and graphical techniques to display the results. Summaries of some of the reports that have been written utilizing the data from the PARTIAL STUDENT PROFILES (Reports REDRP040 to REDRP045) are included in a later section of this handbook (WN-REC REPORTS).

CRITERIA FOR DATA COLLECTION

Before educational data on students could be gathered, objectives and performance requirements had to be agreed upon. The WN-REC has prepared a set of criteria by which the success of the student data project can be measured.

Data gathering criteria had to be set up in order to delimit the extremely large number of data items that could be collected. That is to say, it is not feasible to collect all of the data that might be of some possible use by any possible user in some distant future. Priorities had to be assigned to the data by known users. The Personal and Home data (P/H) criteria used to select items appear in a table which follows. A three-step regional analysis of educational data was performed:

1. An analysis of the types of data collected for various uses throughout the Western Nevada Region was made. This analysis included collecting all forms now used by the various districts and by other large educational data processing systems in the United States. The many items involved were collated, delimited, and the resultant list approved by representatives of the eight counties in the Region.

2. To aid in delimiting the items of information to be gathered, questionnaires were made up in the spring of 1969 and administered to some 200 fifth grade students, one fifth grade class from each of the eight counties in the WN-REC Region. The output of these ten pages of forms was 28 IBM cards (later compacted to 16 cards) which resulted in a serious overload of the data processing system (University of Nevada's Sigma 7 Computer). In addition it was found that much of the data was of such a personal nature that it was uncollectible from the respondees (fifth grade students).

3. As a result of these experiences a task force of users representing various positions in the educational hierarchy was convened. These users rated each of the items of the questionnaires on a 5-point scale. These ratings were averaged and any item getting a low rating (that is an average rating of 2.5 and up) was dropped from further consideration. However, if at least two people rated the item as 1, then the item was considered for inclusion if it was found collectible on the basis of the fifth grade study (at least 75 percent of the students responded to the item with a high degree of validity).

Visits to various regional and rural data processing installations throughout the United States yielded insight and guidance concerning the inclusion or exclusion of certain items. The activities visited were:

Student Information Retrieval System (SIRS), Miami, Florida
Pinellas County Board of Public Instruction, Data Processing Department,
   Clearwater, Florida (a subdivision of the SIRS System)
Hillsborough County Public Schools, Data Processing Department,
   Tampa, Florida (a SIRS subdivision)
Southwest Mississippi Data Processing Center, McComb, Mississippi
Utah Educational Data Processing Project, Salt Lake City, Utah
Regional Center for Educational Data Processing, Sacramento, California

There was a high degree of agreement among these data processing centers on what constitutes basic student data.

The WN-REC concluded that student information could be classified as being of four levels:

Level I: Entry Data
    Student Name, Address, Birthdate, Ethnic Group, Sex

Level II: Personal and Home Data
    Transportation, Distance and Time to School; Known Learning or Activity Limitations; Kind of Noon Lunch; Parents' Name, Relationships, Occupations; Language Spoken at Home.

Level III: Standardized Tests
    Raw Scores, Grade Equivalents, Percentiles, Stanines

Level IV: Student Accounting
    Dates Entered and Left School
    Federal Aid Eligibility
    Health Data (complete record for each student)
    Education Plans
    Special Education Categories
    Special Referrals
    Attendance
    Types of Schools Attended (public, parochial)
    Academic Record (Course Titles, Numbers, Marks, Credits, etc.)

The types of data specified above become more and more variable (for a given student) the further down the list one goes. To start an information system on students one should start with the relatively permanent data. Thus, forms were designed to collect the kind of data described in categories I and II above; standardized test scores (Level III) are to be collected on the forms used by the test manufacturers. Other forms will be designed to retrieve the student accounting data, Category IV, as the data base expands and more use is made of the system. The first student accounting data to be collected will be academic record for the High School and Junior High School Students. This, of course, will require a certain degree of unanimity concerning course descriptions and grading practices.

WN-REC
Lovelock, Nevada

9/70

WN-REC Student Information System

TABULATION OF DATA ITEMS INCORPORATED ON THE CURRENT THREE COLLECTION SHEETS (OP-SCAN FORMS)

Item	Entry	Home	Personal
A. STUDENT			
1. Name (last, first)	X		X
2. Sex	X		
3. Ethnic Group (Black, Indian, Oriental, Spanish, White, Other)	X		
4. Address (street, box, city, county, zip)	X		
5. Birthdate (month, day, year)	X		
6. Number (county, school, grade, teacher, temporary, permanent)	X	X	X
B. DATA ENTRY DATE (present date)	X	X	X
C. MALE PARENT IN HOME			
1. Name (FI, MI, last)		X	
2. Relationship (father, stepfather, other)		X	
3. Occupation (professional, self-employed, skilled, unskilled, unemployed)		X	
4. Active Military Duty (yes, no)		X	
D. FEMALE PARENT IN HOME			
1. Name (FI,MI, last)		X	
2. Relationship (mother, stepmother, other)		X	
3. Occupation (professional, self-employed, skilled, unskilled, unemployed)		X	
E. LANGUAGE SPOKEN AT HOME (English only, English and other, other only)		X	
F. TRANSPORTATION TO/FROM SCHOOL			
1. Most Used (walk or bike, family car, own car, school bus, other)			X
2. Distance from School (miles)			X
3. Time to School (minutes)			X
G. KNOWN LEARNING OR ACTIVITY LIMITATIONS			
1. Identified (yes, no)			X
2. Type (hearing, vision, locomotive, other)			X
3. How Known (parent report, professional exam, school observation, student report)			X
H. NOON LUNCH - MOST OFTEN			
1. Type (school hot lunch, school box lunch, none, other)			X
2. If Hot Lunch, Paid By (school, family/self)			X

LOVELOCK, NEVADA

WESTERN NEVADA REGIONAL EDUCATION CENTER, AN ESEA TITLE III PROJECT

10/69

*** CAUTION: FIRST, READ BELOW!**

LAST NAME	FIRST NAME	M. I.	SEX	ETH
			F	B BLACK
				I INDIAN (AM.)
				O ORIENTAL
				S SPANISH AM.
				W WHITE
				Z OTHER

STREET ADDRESS OR P. O. BOX OR RURAL ROUTE AND BOX

CITY-TOWN	CO.	LAST 3 ZIP #

BIRTHDATE

MO.	DAY	YR.

STUDENT NUMBER

CO.	SCH.	GR.	T.	TEMP. NO.	PERM. NO.

PRESENT DATE

MO.	YR.

*** LEAVE SPACE BETWEEN NAMES AND NUMBERS.**
(DROP PO, STREET, AVE., DRIVE; ABBREV. OTHERS)
USE ABBREVIATIONS AS BELOW:
B 273 STR RT = (BOX 273 STAR ROUTE)
1735 HWY 50E
2155 ORCHARD
2150S ORCHRD = (2150 SOUTH ORCHARD)

WESTERN NEVADA REGIONAL EDUCATION CENTER ESEA TITLE I

MALE PARENT IN HOME

F I	M I	LAST NAME													
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

RELATIONSHIP OF MALE PARENT IN HOME

- FATHER ☐
- STEPFATHER ☐
- OTHER ☐

OCCUPATION OF MALE PARENT IN HOME

- PROFESSIONAL ☐
- SELF-EMPLOYED ☐
- SKILLED LABOR ☐
- UNSKILLED LABOR ☐
- UNEMPLOYED ☐

FEMALE PARENT IN HOME

F I	M I	LAST NAME													
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
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R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

RELATIONSHIP OF FEMALE PARENT IN HOME

- MOTHER ☐
- STEPMOTHER ☐
- OTHER ☐

OCCUPATION OF FEMALE PARENT IN HOME

- PROFESSIONAL ☐
- SELF-EMPLOYED ☐
- SKILLED LABOR ☐
- UNSKILLED LABOR ☐
- UNEMPLOYED ☐

ACTIVE MILITARY DUTY

- YES ☐
- NO ☐

LANGUAGE SPOKEN AT HOME

- ENGLISH ONLY ☐
- ENGLISH & OTHER ☐
- OTHER ONLY ☐

PRESENT DATE

MO		YR	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

STUDENT NUMBER

CO		SCH			GR		T	TEMP NO						RESERVED			
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
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4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

PERSONAL DATA

YOUR LAST NAME

YOUR FIRST NAME

WESTERN NEVADA REGIONAL EDUCATION CENTER (ESEA TITLE III)

GRID A

GRID B

GRID C

GRID D

GRID E

0 1 2 3 4 5 6 7 8 9

GRID F

GRID G

GRID H

0 1 2 3 4 5 6 7 8 9

GRID I

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

GRID J

GRID K

GRID L

0 1 2 3 4 5 6 7 8 9

MOST USED TRANSPORTATION TO SCHOOL

WALK OR BIKE ☐
FAMILY CAR ☐
OWN CAR ☐
SCHOOL BUS ☐
OTHER ☐

Distance From School MILES

0 1 2 3 4 5 6 7 8 9

TIME TO SCHOOL MINUTES

0 1 2 3 4 5 6 7 8 9

KNOWN LEARNING OR ACTIVITY LIMITATIONS

YES ☐
NO ☐
IF YES, TYPE
HEARING ☐
VISION ☐
LOCOMOTIVE ☐
OTHER ☐
HOW KNOWN
PARENT REPORT ☐
PROFESSIONAL EXAM ☐
SCHOOL OBSERVATION ☐
STUDENT REPORT ☐

NOON LUNCH – MOST OFTEN

SCHOOL HOT LUNCH ☐
SCHOOL BOX LUNCH ☐
NONE ☐
OTHER ☐
IF HOT LUNCH, PAID BY
SCHOOL ☐
FAMILY/SELF ☐

PRESENT DATE

MO. YR.

0 1 2 3 4 5 6 7 8 9

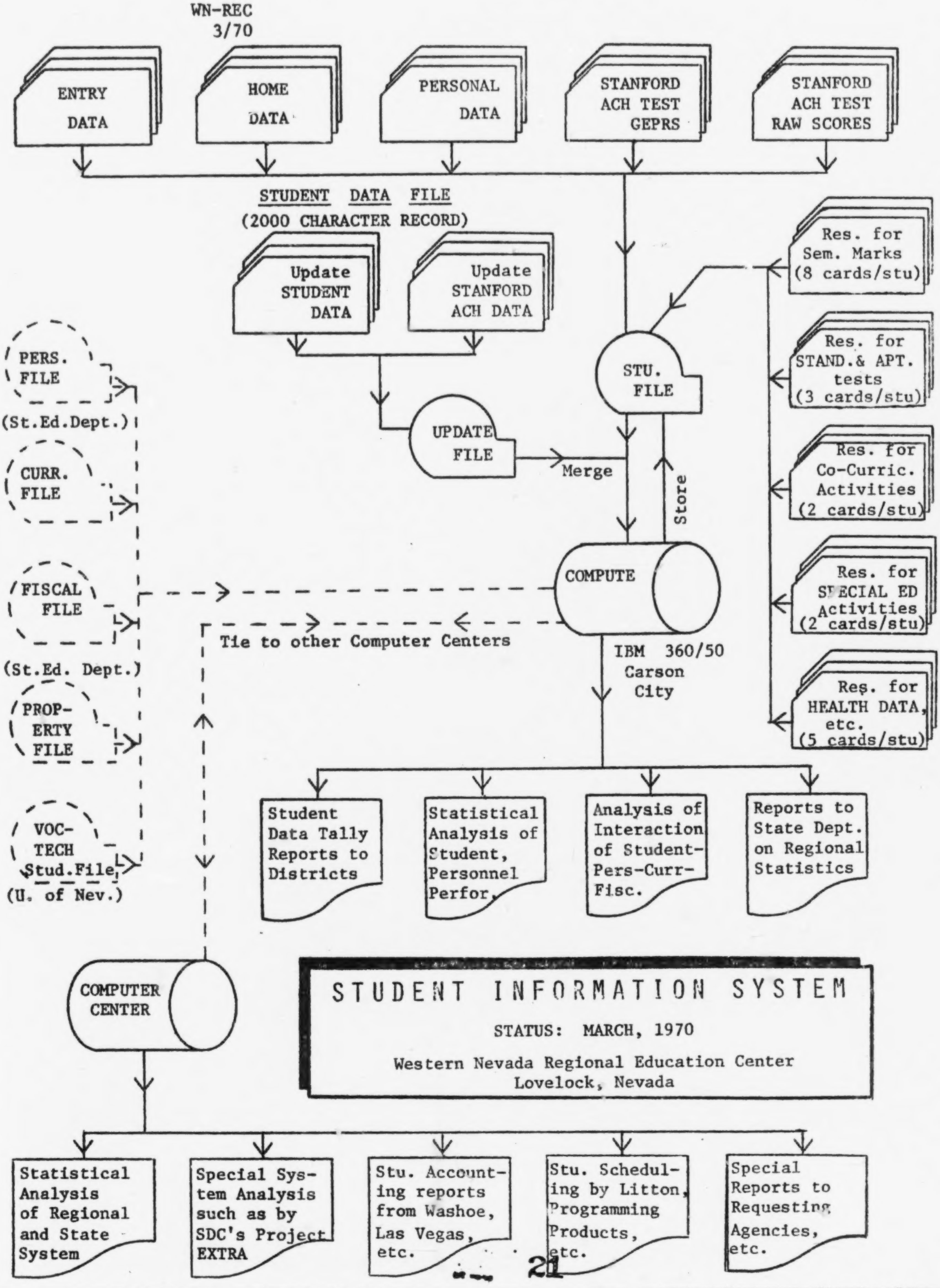
STUDENT NUMBER

CO. SCH. GR. T. TEMP. NO. RESERVED

0 1 2 3 4 5 6 7 8 9

UTILITY FORM 6378

OPTICAL SCANNING FORMS OPTICAL SCANNING CORPORATION


WN-REC
3/70
ENTRY DATA
HOME DATA
PERSONAL DATA
STANFORD ACH TEST GEPRS
STANFORD ACH TEST RAW SCORES
STUDENT DATA FILE
(2000 CHARACTER RECORD)
Update STUDENT DATA
Update STANFORD ACH DATA
Res. for Sem. Marks (8 cards/stu)
Res. for STAND.& APT. tests (3 cards/stu)
Res. for Co-Curric. Activities (2 cards/stu)
Res. for SPECIAL ED Activities (2 cards/stu)
Res. for HEALTH DATA, etc. (5 cards/stu)
STU. FILE
UPDATE FILE
Merge
Store
PERS. FILE
(St.Ed.Dept.)
CURR. FILE
FISCAL FILE
(St.Ed. Dept.)
PROP-ERTY FILE
VOC-TECH Stud.File
(U. of Nev.)
COMPUTE
IBM 360/50 Carson City
Tie to other Computer Centers
Student Data Tally Reports to Districts
Statistical Analysis of Student, Personnel Perfor.
Analysis of Interaction of Student-Pers-Curr-Fisc.
Reports to State Dept. on Regional Statistics
COMPUTER CENTER
Statistical Analysis of Regional and State System
Special System Analysis such as by SDC's Project EXTRA
Stu. Accounting reports from Washoe, Las Vegas, etc.
Stu. Scheduling by Litton, Programming Products, etc.
Special Reports to Requesting Agencies, etc.

STUDENT INFORMATION SYSTEM

STATUS: MARCH, 1970

Western Nevada Regional Education Center
Lovelock, Nevada

STUDENT INFORMATION SYSTEM SERVICES

WN-REC
Lovelock, Nevada

Computer Report Notice #_____
Mailed 10/5/70

(SAMPLE COPY)

WN-REC Student Information System

NOTICE OF COMPUTER REPORT AVAILABLE TO WN-REC DISTRICTS

I. REPORT DESCRIPTION: "Partial Student Profile"

II. REPORT NUMBER: REDRP030 for Lyon County Grade 3

III. REPORT CONTENT:

Student Number
Student Name:
  First, MI, Last
Ethnic Group
Sex
City Residence
Birthdate
Grade
Section

Male Parent:
  Lang., Relation, Occupation
School Travel: Type, Time
Learning Limitation:
  Yes/No, Type, How Known
Lunch: Type, Paid by
Stanford Achievement Test:
  Percentiles on Paragraph Meaning
  and Arithmetic Computation

IV. POSSIBLE USES/USERS:

V. REPORT COST(S):

VI. ORDER PROCEDURES: As of 10/5/70, printouts can be ordered only through WN-REC.

VII. SPECIAL INSTRUCTIONS:

WN-REC, Lovelock October 5, 1970

(SAMPLE COPY)

COMPUTER PRINTED REPORTS AVAILABLE TO LYON COUNTY

On October 5, 1970, the State's computer center informed the WN-REC that the following computer printed reports are available for Lyon County School District. However, they must be ordered through WN-REC until final arrangements are made with the State for direct orders. Similar lists will soon be available to the other districts in the Region.

Report Number	Student Data Reports Available	Grade Applicable
REDRP001	Ethnic Grouping - Alpha Listing by Ethnic Group	All
REDRP002	Spanish American Surname as Interpreted by WN-REC	All
REDRP003	Ethnic Grouping - Alpha Listing by Name	All
REDRP004	Class Listing - Alpha Listing by School, Grade & Section	9-12
REDRP007	Class Listing - Alpha Listing by School, Grade & Section	1-8
REDRP010	County Listing - Alpha Roster	9-12
REDRP013	County Listing - Alpha Roster	1-8
REDRP016	School Listing - Alpha Listing by School	9-12
REDRP019	School Listing - Alpha Listing by School	1-8
REDRP022	Over Age Listing - Alpha Listing by School	9-12
REDRP025	Over Age Listing - Alpha Listing by School	1-8
REDRP030	Partial Student Profile - Alpha Listing	1-8
REDRP031	Partial Student Profile - Alpha Listing	9-12
REDRP032	Partial Student Profile - Alpha Listing by School	1-8
REDRP033	Partial Student Profile - Alpha Listing by School	9-12
REDRP034	Partial Student Profile - Alpha Listing by School & Section	1-8
REDRP035	Partial Student Profile - Alpha Listing by School & Section	9-12
REDRP036	Students with Parents in Military - Alpha Listing	1-8
REDRP037	Students with Parents in Military - Alpha Listing	9-12

REDRP038	Students with Parents in Military - Alpha Listing by School	1-8
REDRP039	Students with Parents in Military - Alpha Listing by School	9-12
REDRP060	Students with a Hearing Limitation - Alpha Listing	9-12
REDRP063	Students with a Hearing Limitation - Alpha Listing	1-8
REDRP070	Students with a Vision Limitation - Alpha Listing	9-12
REDRP073	Students with a Vision Limitation - Alpha Listing	1-8
REDRP080	Students with a Locomotive Limitation - Alpha Listing	9-12
REDRP083	Students with a Locomotive Limitation - Alpha Listing	1-8
REDRP090	Students with Other Learning Limitations - Alpha Listing	9-12
REDRP093	Students with Other Learning Limitations - Alpha Listing	1-8
REDRP100	Parental Relationship - Male Stepparent - By Class	1-8
REDRP101	Parental Relationship - Male Foster Parent - By Class	1-8
REDRP102	Parental Relationship - Male (No Parent Reported) - By Class	1-8
REDRP110	Parental Relationship - Male Step Parent - By School	1-8
REDRP111	Parental Relationship - Male Foster Parent - By School	1-8
REDRP112	Parental Relationship - Male (No Parent Reported) - By School	1-8

REDRP118	Parental Relationship - Male Stepparent - Alpha Listing	1-8
REDRP119	Parental Relationship - Male Foster Parent - Alpha Listing	1-8
REDRP120	Parental Relationship - Male (No Parent Reported) - Alpha Listing	1-8
REDRP127	Parental Relationship - Female Stepparent - By Class	1-8
REDRP128	Parental Relationship - Female Foster Parent - By Class	1-8
REDRP129	Parental Relationship - Female (No Parent Reported) - By Class	1-8
REDRP136	Parental Relationship - Female Stepparent - By School	1-8
REDRP137	Parental Relationship - Female Foster Parent - By School	1-8
REDRP138	Parental Relationship - Female (No Parent Reported) By School	1-8
REDRP145	Parental Relationship - Female Stepparent - Alpha Listing	1-8
REDRP146	Parental Relationship - Female Foster Parent - Alpha Listing	1-8
REDRP147	Parental Relationship - Female (No Parent Reported) Alpha Listing	1-8
REDRP154	Parental Relationship - Male Stepparent - By Class	9-12
REDRP155	Parental Relationship - Male Foster Parent - By Class	9-12
REDRP156	Parental Relationship - Male (No Parent Reported) By Class	9-12

REDRP163	Parental Relationship - Male Stepparent - By School	9-12
REDRP164	Parental Relationship - Male Foster Parent - By School	9-12
REDRP165	Parental Relationship - Male (No Parent Reported) By School	9-12
REDRP172	Parental Relationship - Male Stepparent - Alpha Listing	9-12
REDRP173	Parental Relationship - Male Foster Parent - Alpha Listing	9-12
REDRP174	Parental Relationship - Male (No Parent Reported) Alpha Listing	9-12
REDRP181	Parental Relationship - Female Stepparent - By Class	9-12
REDRP182	Parental Relationship - Female Foster Parent - By Class	9-12
REDRP183	Parental Relationship - Female (No Parent Reported) By Class	9-12
REDRP190	Parental Relationship - Female Stepparent - By School	9-12
REDRP191	Parental Relationship - Female Foster Parent - By School	9-12
REDRP192	Parental Relationship - Female (No Parent Reported) By School	9-12
REDRP199	Parental Relationship - Female Stepparent - Alpha Listing	9-12
REDRP200	Parental Relationship - Female Foster Parent - Alpha Listing	9-12
REDRP201	Parental Relationship - Female (No Parent Reported) Alpha Listing	9-12

STUDENT INFORMATION SYSTEM PRINTOUTS

List of Reports for WN-REC

For computer sorting purposes the county districts have been gathered into three groups: Group 1 = Douglas, Lyon, Mineral; Group 2 = Churchill, Humboldt, Pershing; Group 3 = Ormsby (Carson City), Storey. Also, because of the computer grade numbering system a break had to be made at the 8th Grade so that there is an elementary school sorting capability (grades 1-8), and a secondary school sorting capability (grades 9-12), regardless of where that particular class level is located. For example, 7th grade may be considered part of a local high school, however, the computer carries it as part of the elementary sorting.

For some reports only grade 3 or grade 9 is listed on the report listing. This does not mean that reporting is available for only those grade levels, it is merely an indication that 3 means elementary grades, and 9 means secondary grades.

The following sheets show the breakdowns of county groups and grades within the county group for each type of report. Hence, the county column has an entry 1, 2 or 3 referring to the county group, or an L referring to all counties. When ordering be sure to specify the county group where your district is located and the grade or grade level required.

In the parental relationship category there are additional breakdowns. Category 2 means step-parent, 3 means foster parent and B refers to blank (parent missing). These are further broken down by male (M) and female (F) group. Please be certain to specify the particular breakdown needed. Because of this manner of county groupings, you are liable to get printouts for the other counties in your group.

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                    LIST OF REPORTS FOR WN-REC

        COUNTRY GROUPS
           1 = DOUGLAS  LYON MINERAL
           2 = CHURCHILL  HUMBOLDT PERSHING
           3 = ORMSBY (CARSON CITY)  STOREY

 |-----------------------------------------------------------------------|
 | REPORT |            DESERIPTION                     COUNTY    GRADE   |
 |-----------------------------------------------------------------------|
  REDRP001 | ETHNIC GROUPING                      |   L    |  ALL   |
  REDRP002 | SPANISH AMERICAN SURNAME             |   L    |  ALL   |
  REDRP003 | ETHNIC GROUPING                      |   L    |  ALL   |
  REDRP004 | CLASS LISTING                        |   1    |  9-12  |
  REDRP005 | CLASS LISTING                        |   2    |  9-12  |
  REDRP006 | CLASS LISTING                        |   3    |  9-12  |
  REDRP007 | CLASS LISTING                        |   1    |  1-8   |
  REDRP008 | CLASS LISTING                        |   2    |  1-8   |
  REDRP009 | CLASS LISTING                        |   3    |  1-8   |
  REDRP010 | COUNTY LISTING                       |   1    |  9-12  |
  REDRP011 | COUNTY LISTING                       |   2    |  9-12  |
  REDRP012 | COUNTY LISTING                       |   3    |  9-12  |
  REDRP013 | COUNTY LISTING                       |   1    |  1-8   |
  REDRP014 | COUNTY LISTING                       |   2    |  1-8   |
  REDRP015 | COUNTY LISTING                       |   3    |  1-8   |
  REDRP016 | SCHOOL LISTING                       |   1    |  9-12  |
  REDRP017 | SCHOOL LISTING                       |   2    |  9-12  |
  REDRP018 | SCHOOL LISTING                       |   3    |  9-12  |
  REDRP019 | SCHOOL LISTING                       |   1    |  1-8   |
  REDRP020 | SCHOOL LISTING                       |   2    |  1-8   |
  REDRP021 | SCHOOL LISTING                       |   3    |  1-8   |
  REDRP022 | OVER AGE LISTING                     |   1    |   9    |
  REDRP023 | OVER AGE LISTING                     |   2    |   9    |
  REDRP024 | OVER AGE LISTING                     |   3    |   9    |
  REDRP025 | OVER AGE LISTING                     |   1    |   3    |
  REDRP026 | OVER AGE LISTING                     |   2    |   3    |
  REDRP027 | OVER AGE LISTING                     |   3    |   3    |
  REDRP030 | PARTIAL STUDENT PROFILE              |   1    |   3    |
  REDRP031 | PARTIAL STUDENT PROFILE              |   1    |   9    |
  REDRP032 | PARTIAL STUDENT PROFILE              |   1    |   3    |
  REDRP033 | PARTIAL STUDENT PROFILE              |   1    |   9    |
  REDRP034 | PARTIAL STUDENT PROFILE              |   1    |   3    |
  REDRP035 | PARTIAL STUDENT PROFILE              |   1    |   9    |
  REDRP036 | STUDENTS WHOSE PARENTS ARE IN MILITARY |  1   |   3    |
  REDRP037 | STUDENTS WHOSE PARENTS ARE IN MILITARY |  1   |   9    |
  REDRP038 | STUDENTS WHOSE PARENTS ARE IN MILITARY |  1   |   3    |
  REDRP039 | STUDENTS WHOSE PARENTS ARE IN MILITARY |  1   |   9    |
  REDRP040 | PARTIAL STUDENT PROFILE              |   3    |   3    |
  REDRP041 | PARTIAL STUDENT PROFILE              |   3    |   9    |
  REDRP042 | PARTIAL STUDENT PROFILE              |   3    |   3    |
  REDRP043 | PARTIAL STUDENT PROFILE              |   3    |   9    |
  REDRP044 | PARTIAL STUDENT PROFILE              |   3    |   3    |
  REDRP045 | PARTIAL STUDENT PROFILE              |   3    |   9    |
  REDRP046 | STUDENTS WHOSE PARENTS ARE IN MILITARY |  3   |   3    |
  REDRP047 | STUDENTS WHOSE PARENTS ARE IN MILITARY |  3   |   9    |
  REDRP048 | STUDENTS WHOSE PARENTS ARE IN MILITARY |  3   |   3    |
  REDRP049 | STUDENTS WHOSE PARENTS ARE IN MILITARY |  3   |   9    |
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LIST OF REPORTS FOR WN-REC

COUNTRY GROUPS
1 = DOUGLAS LYON MINERAL
2 = CHURCHILL HUMBOLDT PERSHING
3 = ORMSBY (CARSON CITY) STOREY

9/70

REPORT	DESERIPTION	COUNTY	GRADE
REDRP050	PARTIAL STUDENT PROFILE	2	3
REDRP051	PARTIAL STUDENT PROFILE	2	9
REDRP052	PARTIAL STUDENT PROFILE	2	3
REDRP053	PARTIAL STUDENT PROFILE	2	9
REDRP054	PARTIAL STUDENT PROFILE	2	3
REDRP055	PARTIAL STUDENT PROFILE	2	9
REDRP056	STUDENTS WHOSE PARENTS ARE IN MILITARY	2	3
REDRP057	STUDENTS WHOSE PARENTS ARE IN MILITARY	2	9
REDRP058	STUDENTS WHOSE PARENTS ARE IN MILITARY	2	3
REDRP059	STUDENTS WHOSE PARENTS ARE IN MILITARY	2	9
REDRP060	HEARING LIMITATIONS	1	9
REDRP061	HEARING LIMITATIONS	2	9
REDRP062	HEARING LIMITATIONS	3	9
REDRP063	HEARING LIMITATIONS	1	3
REDRP064	HEARING LIMITATIONS	2	3
REDRP065	HEARING LIMITATIONS	3	3
REDRP070	VISION LIMITATIONS	1	9
REDRP071	VISION LIMITATIONS	2	9
REDRP072	VISION LIMITATIONS	3	9
REDRP073	VISION LIMITATIONS	1	3
REDRP074	VISION LIMITATIONS	2	3
REDRP075	VISION LIMITATIONS	3	3
REDRP080	LOCOMOTIVE LIMITATIONS	1	9
REDRP081	LOCOMOTIVE LIMITATIONS	2	9
9EDRP082	LOCOMOTIVE LIMITATIONS	3	9
REDRP083	LOCOMOTIVE LIMITATIONS	1	3
REDRP084	LOCOMOTIVE LIMITATIONS	2	3
REDRP085	LOCOMOTIVE LIMITATIONS	3	3
REDRP090	OTHER LIMITATIONS	1	9
REDRP091	OTHER LIMITATIONS	2	9
REDRP092	OTHER LIMITATIONS	3	9
REDRP093	OTHER LIMITATIONS	1	3
REDRP094	OTHER LIMITATIONS	2	3
REDRP095	OTHER LIMITATIONS	3	3
--------	PARENTAL RELATIONSHIP PARENT CATG SEX CTL BREAK	-	------
REDRP100	PARENTAL RELATIONSHIP 2 M CLASS	1	3
REDRP101	PARENTAL RELATIONSHIP 3 M CLASS	1	3
REDRP102	PARENTAL RELATIONSHIP B M CLASS	1	3
REDRP103	PARENTAL RELATIONSHIP 2 M CLASS	2	3
REDRP104	PARENTAL RELATIONSHIP 3 M CLASS	2	3
REDRP105	PARENTAL RELATIONSHIP B M CLASS	2	3
REDRP106	PARENTAL RELATIONSHIP 2 M CLASS	3	3
REDRP107	PARENTAL RELATIONSHIP 3 M CLASS	3	3

LIST OF REPORTS FOR WN-REC

COUNTRY GROUPS
1 = DOUGLAS LYON MINERAL
2 = CHURCHILL HUMBOLDT PERSHING
3 = ORMSBY (CARSON CITY) STOREY

REPORT	DESCRIPTION				COUNTY	GRADE
REDRP108	PARENTAL RELATIONSHIP	B	M	CLASS	3	3
REDRP109	PARENTAL RELATIONSHIP	2	M	SCHOOL	1	3
REDRP110	PARENTAL RELATIONSHIP	3	M	SCHOOL	1	3
REDRP111	PARENTAL RELATIONSHIP	B	M	SCHOOL	1	3
REDRP112	PARENTAL RELATIONSHIP	2	M	SCHOOL	2	3
REDRP113	PARENTAL RELATIONSHIP	3	M	SCHOOL	2	3
REDRP114	PARENTAL RELATIONSHIP	B	M	SCHOOL	2	3
REDRP115	PARENTAL RELATIONSHIP	2	M	SCHOOL	3	3
REDRP116	PARENTAL RELATIONSHIP	3	M	SCHOOL	3	3
REDRP117	PARENTAL RELATIONSHIP	B	M	SCHOOL	3	3
REDRP118	PARENTAL RELATIONSHIP	2	M	COUNTY	1	3
REDRP119	PARENTAL RELATIONSHIP	3	M	COUNTY	1	3
REDRP120	PARENTAL RELATIONSHIP	B	M	COUNTY	1	3
REDRP121	PARENTAL RELATIONSHIP	2	M	COUNTY	2	3
REDRP122	PARENTAL RELATIONSHIP	3	M	COUNTY	2	3
REDRP123	PARENTAL RELATIONSHIP	B	M	COUNTY	2	3
REDRP124	PARENTAL RELATIONSHIP	2	M	COUNTY	3	3
REDRP125	PARENTAL RELATIONSHIP	3	M	COUNTY	3	3
REDRP126	PARENTAL RELATIONSHIP	B	M	COUNTY	3	3
REDRP127	PARENTAL RELATIONSHIP	2	F	CLASS	1	3
REDRP128	PARENTAL RELATIONSHIP	3	F	CLASS	1	3
REDRP129	PARENTAL RELATIONSHIP	B	F	CLASS	1	3
REDRP130	PARENTAL RELATIONSHIP	2	F	CLASS	2	3
REDRP131	PARENTAL RELATIONSHIP	3	F	CLASS	2	3
REDRP132	PARENTAL RELATIONSHIP	B	F	CLASS	2	3
REDRP133	PARENTAL RELATIONSHIP	2	F	CLASS	3	3
REDRP134	PARENTAL RELATIONSHIP	3	F	CLASS	3	3
REDRP135	PARENTAL RELATIONSHIP	B	F	CLASS	3	3
REDRP136	PARENTAL RELATIONSHIP	2	F	SCHOOL	1	3
REDRP137	PARENTAL RELATIONSHIP	3	F	SCHOOL	1	3
REDRP138	PARENTAL RELATIONSHIP	B	F	SCHOOL	1	3
REDRP139	PARENTAL RELATIONSHIP	2	F	SCHOOL	2	3
REDRP140	PARENTAL RELATIONSHIP	3	F	SCHOOL	2	3
REDRP141	PARENTAL RELATIONSHIP	B	F	SCHOOL	2	3
REDRP142	PARENTAL RELATIONSHIP	2	F	SCHOOL	3	3
REDRP143	PARENTAL RELATIONSHIP	3	F	SCHOOL	3	3
REDRP144	PARENTAL RELATIONSHIP	B	F	SCHOOL	3	3
REDRP145	PARENTAL RELATIONSHIP	2	F	COUNTY	1	3
REDRP146	PARENTAL RELATIONSHIP	3	F	COUNTY	1	3
REDRP147	PARENTAL RELATIONSHIP	B	F	COUNTY	1	3
REDRP148	PARENTAL RELATIONSHIP	2	F	COUNTY	2	3
REDRP149	PARENTAL RELATIONSHIP	3	F	COUNTY	2	3
REDRP150	PARENTAL RELATIONSHIP	B	F	COUNTY	2	3
REDRP151	PARENTAL RELATIONSHIP	2	F	COUNTY	3	3
REDRP152	PARENTAL RELATIONSHIP	3	F	COUNTY	3	3
REDRP153	PARENTAL RELATIONSHIP	B	F	COUNTY	3	3
REDRP154	PARENTAL RELATIONSHIP	2	M	CLASS	1	9

LIST OF REPORTS FOR WN-REC

COUNTRY GROUPS
1 = DOUGLAS LYON MINERAL
2 = CHURCHILL HUMBOLDT PERSHING
3 = ORMSBY (CARSON CITY) STOREY

REPORT	DESERIPTION				COUNTY	GRADE
REDRP155	PARENTAL RELATIONSHIP	3	M	CLASS	1	9
REDRP156	PARENTAL RELATIONSHIP	B	M	CLASS	1	9
REDRP157	PARENTAL RELATIONSHIP	2	M	CLASS	2	9
REDRP158	PARENTAL RELATIONSHIP	3	M	CLASS	2	9
REDRP159	PARENTAL RELATIONSHIP	B	M	CLASS	2	9
REDRP160	PARENTAL RELATIONSHIP	2	M	CLASS	3	9
REDRP161	PARENTAL RELATIONSHIP	3	M	CLASS	3	9
REDRP162	PARENTAL RELATIONSHIP	B	M	CLASS	3	9
REDRP163	PARENTAL RELATIONSHIP	2	M	SCHOOL	1	9
REDRP164	PARENTAL RELATIONSHIP	3	M	SCHOOL	1	9
REDRP165	PARENTAL RELATIONSHIP	B	M	SCHOOL	1	9
REDRP166	PARENTAL RELATIONSHIP	2	M	SCHOOL	2	9
REDRP167	PARENTAL RELATIONSHIP	3	M	SCHOOL	2	9
REDRP168	PARENTAL RELATIONSHIP	B	M	SCHOOL	2	9
REDRP169	PARENTAL RELATIONSHIP	2	M	SCHOOL	3	9
REDRP170	PARENTAL RELATIONSHIP	3	M	SCHOOL	3	9
REDRP171	PARENTAL RELATIONSHIP	B	M	SCHOOL	3	9
REDRP172	PARENTAL RELATIONSHIP	2	M	COUNTY	1	9
REDRP173	PARENTAL RELATIONSHIP	3	M	COUNTY	1	9
REDRP174	PARENTAL RELATIONSHIP	B	M	COUNTY	1	9
REDRP175	PARENTAL RELATIONSHIP	2	M	COUNTY	2	9
REDRP176	PARENTAL RELATIONSHIP	3	M	COUNTY	2	9
REDRP177	PARENTAL RELATIONSHIP	B	M	COUNTY	2	9
REDRP178	PARENTAL RELATIONSHIP	2	M	COUNTY	3	9
REDRP179	PARENTAL RELATIONSHIP	3	M	COUNTY	3	9
REDRP180	PARENTAL RELATIONSHIP	B	M	COUNTY	3	9
REDRP181	PARENTAL RELATIONSHIP	2	F	CLASS	1	9
REDRP182	PARENTAL RELATIONSHIP	3	F	CLASS	1	9
REDRP183	PARENTAL RELATIONSHIP	B	F	CLASS	1	9
REDRP184	PARENTAL RELATIONSHIP	2	F	CLASS	2	9
REDRP185	PARENTAL RELATIONSHIP	3	F	CLASS	2	9
REDRP186	PARENTAL RELATIONSHIP	B	F	CLASS	2	9
REDRP187	PARENTAL RELATIONSHIP	2	F	CLASS	3	9
REDRP188	PARENTAL RELATIONSHIP	3	F	CLASS	3	9
REDRP189	PARENTAL RELATIONSHIP	B	F	CLASS	3	9
REDRP190	PARENTAL RELATIONSHIP	2	F	SCHOOL	1	9
REDRP191	PARENTAL RELATIONSHIP	3	F	SCHOOL	1	9
REDRP192	PARENTAL RELATIONSHIP	B	F	SCHOOL	1	9
REDRP193	PARENTAL RELATIONSHIP	2	F	SCHOOL	2	9
REDRP194	PARENTAL RELATIONSHIP	3	F	SCHOOL	2	9
REDRP195	PARENTAL RELATIONSHIP	B	F	SCHOOL	2	9
REDRP196	PARENTAL RELATIONSHIP	2	F	SCHOOL	3	9
REDRP197	PARENTAL RELATIONSHIP	3	F	SCHOOL	3	9
REDRP198	PARENTAL RELATIONSHIP	B	F	SCHOOL	3	9
REDRP199	PARENTAL RELATIONSHIP	2	F	COUNTY	1	9
REDRP200	PARENTAL RELATIONSHIP	3	F	COUNTY	1	9
REDRP201	PARENTAL RELATIONSHIP	B	F	COUNTY	1	9

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                    LIST OF REPORTS FOR WN-PEC

          COUNTRY GROUPS
             1 = DOUGLAS  LYON MINERAL
             2 = CHURCHILL  HUMBOLBT PERSHING
             3 = ORMSBY (CARSON CITY)  STOREY

|----------------------------------------------------------------------|
|  REPORT|              DESERIPTION                    COUNTY    GRADE |
|----------------------------------------------------------------------|
         |
 REDRP202 | PARENTAL RELATIONSHIP  2    F    COUNTY  |   2    |    9   |
 REDRP203 | PARENTAL RELATIONSHIP  3    F    COUNTY  |   2    |    9   |
 REDRP204 | PARENTAL RELATIONSHIP  B    F    COUNTY  |   2    |    9   |
 REDRP205 | PARENTAL RELATIONSHIP  2    F    COUNTY  |   3    |    9   |
 REDRP206 | PARENTAL RELATIONSHIP  3    F    COUNTY  |   3    |    9   |
 REDRP207 | PARENTAL RELATIONSHIP  B    F    COUNTY  |   3    |    9   |
          |                                        |        |        |
          |                                        |        |        |
          |                                        |        |        |
 ----------------------------------------------------------------------|
```

Note:

These printouts are for data stored in the Student Information System when they were in their Spring 1970 classroom configurations. Standardized test data was added for some students in the file while still in that configuration:

Hence students listed as being:

(a) Kindergarten (00), 2nd (02), 5th (05) and 7th (07) have standardized test data (Spring 1971 results) for 01, 03, 06 and 08 listed in their files.

(b) 3rd (03) and 8th (08) have standardized test data (Spring 1970 results) for 03 and 08 (no adjustment necessary in interpretation).

(c) 9th (1) have standardardized test data (Spring 1970 or Fall 1970 results) for 1 (no adjustment necessary in interpretation).

Some students have been entered after the Spring 1970 Kindergarten students have been entered (this is in the Fall 1970). These students are entered in the system as pre-kindergarten students and given the number 99 in the grade section. Upon promotion, of course, they will enter Kindergarten (00). No standardized test data was collected for these students in Spring 1971, but there may be some available in the Fall 1971 where they will then be first graders (01) upon promotion. Therefore, if standardized test data must be stored for these students, remember that they are in the pre-kindergarten (99) configuration.

```
COUNTY: 01                                      ETHNIC GROUPING AS REPORTED TO WN-RE
   SCHOOL: 01203
   ETHNIC GROUP: OTHER
   STUDENT
   NUMBER                        NAME              SEX         ADDRESS

01203038023060       F              DORA             F      W FRONT ST           FALL
01203037023005       G              DIANA    E       F      AIR FRC HSNG         FALL
01203037023018       O              LYDIA    A       F      615 HUMBOLDT         FALL
   ETHNIC TOTAL:        3
 SCHOOL TOTALS:   BLACK -      1  INDIAN -     9  SPANISH-AMERICAN -     0  ORIEN
 COUNTY TOTALS:   BLACK -      4  INDIAN -    17  SPANISH-AMERICAN -     1  ORIEN
```

15

```
 GROUPING AS REPORTED TO WN-REC                              (REDRP001)   5/29/70 PAGE   19

                                                       ZIP          BIRTH          SPANISH
X        ADDRESS                     CITY              CODE         DATE           SURNAME

       W FRONT ST            FALLON                    89406        03/15/61          1
       AIR FRC HSNG          FALLON                    89406        11/07/61          1
       615 HUMBOLDT          FALLON                    89406        04/17/61          1

ANISH-AMERICAN -       0  ORIENTAL -       3  OTHER -       3
ANISH-AMERICAN -       1  ORIENTAL -       5  OTHER -       6
```

```
                                    SPANISH-AMERICAN SURNAME AS INTERPRETED B
 COUNTY: 01
    SCHOOL: 01301
    STUDENT
    NUMBER                      NAME                 SEX        ADDRESS

01301103040103       BONNER        SHARON             F                          O
01301104040155       BYE           ADELBERTL          M       RT 2 BOX 34        F
01301106040271       SANCHES       ALBERT  M          M       PO BOX 152         F
 SCHOOL TOTALS: -    3
 COUNTY TOTALS: -    3
```

```
RICAN SURNAME AS INTERPRETED BY WN-REC          (REDRP002)    5/29/70 PAGE    12


                                                      ZIP           BIRTH
SEX        ADDRESS                CITY               CODE           DATE

 F                                01                 89406          09/10/54
 M      RT 2 BOX 34               FALLON             89406          04/08/55
 M      PO BOX 152                FALLON             89406          10/17/55
```

```
                                        ETHNIC GROUPING AS REPORTED TO WN
 COUNTY: 01
    SCHOOL: 01203
    STUDENT
    NUMBER              NAME              SEX      ADDRESS         CITY

01203037023001      A          ROSABEL         F    729A CAPEHRT   FALLON
01203038023051      A          LORETTA         F    DODGE I RNCH   FALLON
01203039023102      A          JOANNA          F    RESERVATION    FALLON
01203038023052      B          MARY      L     F    GRAHAM LANE    FALLON
01203037023002      B          NADINE    G     F    388E CENTER    FALLON
01203039023103      B          RYAN            M    340 E FRONT    FALLON
01203038023058      D          BOBBY     J     M    AGENCY RD      FALLON
01203039023104      O          TERRY                290 S EAST     FALLON
01203038023060      F          DORA            F    N FRONT ST     FALLON
01203037023005      G          DIANA     E     F    AIR FRC HSNG   FALLON
01203037023006      G          JANICE    D     F    130S EAST ST   FALLON
01203038023061      G          SANDRA    G     F    340E FRONT S   FALLON
01203037023007      H          BRENDA    E     F    INDIAN COL     FALLON
01203037023011      K          ERIC      K     M    598 HUMBOLDT   FALLON
01203037023013      M          ANGELO    F     M    711B CAPEHRT   FALLON
01203037023018      O          LYDIA     A     F    615 HUMBOLDT   FALLON
01203038023077      V          TRACEY    L     F    NEVADA ST      FALLON
01203037023028      W          MYRAN     C     M    CAPEHRT NAAS   FALLON
 SCHOOL TOTALS:     BLACK -     1  INDIAN -     9  SPANISH-AMERICAN -     0  ORI
 COUNTY TOTALS:     BLACK -     4  INDIAN -    17  SPANISH-AMERICAN -     1  ORI
```

```
REC  GROUPING AS REPORTED TO WN-REC                              (REDRPO3A)   5/29/70 PAGE     8


  ADDRESS             CITY                  ZIP       BIRTH            ETHNIC              SPANISH
                                            CODE      DATE             GROUP               SURNAME

 29A CAPEHRT    FALLON                      89406     02/03/61      ORIENTAL
 ODGE I RNCH    FALLON                      89406     03/26/61      INDIAN
 ESERVATION     FALLON                      89406     12/08/60      INDIAN
 RAHAM LANE     FALLON                      89406     10/07/61      INDIAN
 88E CENTER     FALLON                      89406     07/13/61      INDIAN
 40 E FRONT     FALLON                      89406     03/12/60
 GENCY RD       FALLON                      89406     05/09/60      INDIAN
 90 S EAST      FALLON                      89406     07/09/59
  FRONT ST      FALLON                      89406     03/15/61      OTHER                  1
 IR FRC HSNG    FALLON                      89406     11/07/61      OTHER
 30S EAST ST    FALLON                      89406     02/20/61      INDIAN
 40E FRONT S    FALLON                      89406     02/02/61      INDIAN
 NDIAN COL      FALLON                      89406     12/19/60      INDIAN
 98 HUMBOLDT    FALLON                      89406     09/04/61      ORIENTAL
 118 CAPEHRT    FALLON                      89406     08/02/61      ORIENTAL               1
 15 HUMBOLDT    FALLON                      89406     04/17/61      OTHER                  1
 EVADA ST       FALLON                      89406     12/30/60      INDIAN
 APEHRT NAAS    FALLON                      89406     05/29/61      BLACK
NTA ANISH-AMERICAN -     0  ORIENTAL -     3  OTHER -     3
NTA ANISH-AMERICAN -     1  ORIENTAL -     5  OTHER -     6
```

```
COUNTY: CHURCHILL                                            CLASS LISTING BY WN-REC
   SCHOOL: 01202
   GRADE: 03
   SECTION: 6
STUDENT NUMBER              NAME                ETHNIC GROUP     SEX     ADDRESS

01202036010267     M           ARTHUR   R    WHITE               M    707A CAPEHR
01202036010268     M           ROBERT   A    WHITE               M    560 W B ST
01202036010269     H           TAMMY    K    WHITE               F    295 S TAYLO
01202036010270     P           TIM      M    WHITE               M    WORKMAN RD
01202036010271     R           DEBORAH L     WHITE               F    RT 1 BOX 60
01202036010272     S           JOE      E    WHITE               M    852 WEAVER
01202036010273     T           LESLIE   R    WHITE               F    11511 FULKRS
01202036010274     W           LYNNETTER     WHITE               F    S MAIN TR C
01202036010275     Z           FRANK    D    WHITE               M    516A PUB QT
   SECTION TOTALS:      25
   GRADE TOTALS:     150
   SCHOOL TOTALS:     150
   COUNTY TOTALS:     219
```

```
CLASS LISTING BY WN-REC                                    (REDRPOO8)   5/27/70 PAGE   17


NIC GROUP    SEX    ADDRESS            CITY                 ZIP CODE     BIRTH DATE

              M    707A CAPEHRT      FALLON                  89406        08/13/61
              M    560 W B ST        FALLON                  89406        10/03/61
              F    295 S TAYLOR      FALLON                  89406        03/05/61
              M    WORKMAN RD        FALLON                  89406        04/17/60
              F    RT 1 BOX 601      FALLON                  89406        02/11/61
              M    852 WEAVER R      FALLON                  89406        04/23/61
              F    11511 FULKRS      FALLON                  89406        12/27/60
              F    S MAIN TR CT      FALLON                  89406        10/24/60
              M    516A PUB QTR      FALLON                  89406        05/01/59
```

```
COUNTY: CHURCHILL                                                 COUNTY LISTING BY WN-REC
STUDENT NUMBER           NAME                     ETHNIC GRP      SEX        CITY        ZIP

01202034010168    W            CAROL    A INDIAN                   F    FALLON             8
01202031010023    W            JULIE    A INDIAN                   F    FALLON             8
01203037023028    W            MYRAN    C BLACK                    M    FALLON             8
01203038023078    W            PAMELA   K WHITE                    F    HAZEN              8
01202031010024    W            PATRICK  E WHITE                    M    FALLON             8
01202034010169    W            ROBERT   J WHITE                    M    FALLON             8
01202031010025    W            KERRY    A WHITE                    M    FALLON             8
01203037023029    W            WADE     W WHITE                    M    FALLON             8
01202034010170    Y            BRET     O WHITE                    M    FALLON             8
01202036010275    Z            FRANK    D WHITE                    M    FALLON             8
   COUNTY TOTAL:     219
```

COUNTY LISTING BY WN-REC (REDRP014) 5/27/70 PAGE 12

RP	SEX	CITY	ZIP CODE	BIRTH DATE	SCHOOL	GRD	SECT
	F	FALLON	89406	08/10/60	01202	03	4
	F	FALLON	89406	04/14/61	01202	03	1
	M	FALLON	89406	05/29/61	OATS PARK	03	7
	F	HAZEN	89417	08/16/61	OATS PARK	03	8
	M	FALLON	89406	06/05/61	01202	03	1
	M	FALLON	89406	01/19/61	01202	03	4
	M	FALLON	89406	10/09/60	01202	03	1
	M	FALLON	89406	05/06/61	OATS PARK	03	7
	M	FALLON	89406	02/06/61	01202	03	4
	M	FALLON	89406	05/01/59	01202	03	6

```
COUNTY: CHURCHILL                                       SCHOOL LISTING BY WN-REC
   SCHOOL: 01202
STUDENT NUMBER             NAME                ETHNIC GROUP   SEX   ADDRESS        C

01202031010023   W              JULIE    A  INDIAN              F  RT 2 BOX 687 FALLON
01202031010024   W              PATRICK E  WHITE               M  485 W 5TH ST FALLON
01202034010169   W              ROBERT   J  WHITE               M  S MN STOPSHP FALLON
01202031010025   W              KERRY    A  WHITE               M  BOX 151      FALLON
01202034010170   Y              BRET     D  WHITE               M  3225 TESTOLN FALLON
01202036010275   Z              FRANK    D  WHITE               M  516A PUB QTR FALLON
   SCHOOL TOTAL:     150
   COUNTY TOTAL:     219
```

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  SCHOOL LISTING BY WN-REC                                    (REDRP020)   5/27/70 PAGE   13

GROUP    SEX   ADDRESS            CITY       ZIP CODE  BIRTH DATE    GRADE   SECTION

          F   RT 2 BOX 687 FALLON              89406     04/14/61      03         1
          M   485 W 5TH ST FALLON              89406     06/05/61      03         1
          M   S MN STOPSHP FALLON              89406     01/19/61      03         4
          M   BOX 151      FALLON              89406     10/09/60      03         1
          M   3225 TESTOLN FALLON              89406     02/06/61      03         4
          M   516A PUB QTR FALLON              89406     05/01/59      03         6
```

```
COUNTY: CHURCHILL                                    OVER-AGE LISTING BY MN-REC
   SCHOOL: 01202
STUDENT NUMBER          NAME              ETHNIC GROUP   SEX   ADDRESS

01202034010156   F          DENNIS  M  ORIENTAL             M  PUBLIC QTRS  FALL
01202035010224   R          JOE     S  WHITE                M  SCHINDLER RD FALL
01202036010275   Z          FRANK   D  WHITE                M  516A PUB QTR FALL
   SCHOOL TOTAL:      3
   COUNTY TOTAL:      7
```

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OVER-AGE LISTING BY HN-REC                          (REDRPD26)   5/28/70 PAGE    2

ROUP    SEX   ADDRESS            CITY        ZIP CODE  BIRTH DATE    GRADE   SECTION

         M  PUBLIC QTRS  FALLON                89406     09/16/59      03        4
         M  SCHINDLER RD FALLON                89406     12/28/59      03        5
         M  516A PUB QTR FALLON                89406     05/01/59      03        6
```

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COUNTY: CHURCHILL                    PARTIAL STUDENT PROFILE AS REPORTED

STUDENT NUMBER          NAME          ETH GRP SEX      CITY          B. DATE

01202033010101 A          ANNA     R W          F  FALLON            04/21/61 012
01202033010101 A          ANNA     R W          F  FALLON            04/21/61 012
01203039023101 A          DARLENE M W          F  FALLON            02/22/56 OAT
01203039023101 A          DARLENE M W          F  FALLON            02/22/56 OAT
01202033010102 A          JANA     D W          F  FALLON            09/19/61 012
01202033010102 A          JANA     D W          F  FALLON            09/19/61 012
01202033010103 A          TERESA  L W          F  FALLON            12/03/61 012
01202033010103 A          TERESA  L W          F  FALLON            12/03/61 012
01202035010201 A          ANITA   L W          F  FALLON            12/13/61 012
01202035010201 A          ANITA   L W          F  FALLON            12/13/61 012
01203037023001 A          ROSABEL   ORIENTL  F  FALLON            02/03/61 OAT
01203037023001 A          ROSABEL   ORIENTL  F  FALLON            02/03/61 OAT
01202035010202 A          DEBBIE  F W          F  FALLON            07/26/61 012
01202035010202 A          DEBBIE  F W          F  FALLON            07/26/61 012
01202036010251 A          CLIFFORDR W          M  FALLON            05/02/61 012
01202036010251 A          CLIFFORDR W          M  FALLON            05/02/61 012
01203038023051 A          LORETTA   I          F  FALLON            03/26/61 OAT
01203038023051 A          LORETTA   I          F  FALLON            03/26/61 OAT
01202036010252 A          STACEY  L W          F  FALLON            10/03/61 012
01202036010252 A          STACEY  L W          F  FALLON            10/03/61 012
01203039023102 A          JOANNA    I          F  FALLON            12/08/60 OAT
01203039023102 A          JOANNA    I          F  FALLON            12/08/60 OAT
01202033010104 A          MARTIN  J I          M  FALLON            12/08/61 012
01202033010104 A          MARTIN  J I          M  FALLON            12/08/61 012
01202033010105 A          RICKY   T W          M  FALLON            02/16/61 012
01202033010105 A          RICKY   T W          M  FALLON            02/16/61 012
01202032010051 A          MICHELE M W             FALLON            04/27/61 012
01202032010051 A          MICHELE M W          F  FALLON            04/27/61 012
01202032010052 B          LETTICA A SPAN-AM    F  FALLON            09/09/61 012
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AL STUDENT PROFILE AS REPORTED TO WN-REC                (REDRPD50)   5/29/70 PAGE
                                                   MALE  FEM       TME LEARN LCH STANF
        CITY         B. DATE     SCHOOL      GR SEC L PARNT PARNT T MIN  LIM  TYP PA  AP

  FALLON            04/21/61 01202           033   1 A 1 2 A 1 5 4 45 1 1   4 2
  FALLON            04/21/61 01202           033   1 A 1 2 A 1 5 4 45 1 1   4 2
  FALLON            02/22/56 OATS PARK       039   1 A 1 5 A 1 5 2 10 2        3
  FALLON            02/22/56 OATS PARK       039   1 A 1 5 A 1 5 2 10 2        3
  FALLON            09/19/61 01202           033   1 A 1 1 A 1 5 4 20 111      2
  FALLON            09/19/61 01202           033   1 A 1 1 A 1 5 4 20 111      2
  FALLON            12/03/61 01202           033   1 A 1 3 A 1 3 4 15 2        12
  FALLON            12/03/61 01202           033   1 A 1 3 A 1 3 4 15 2        12
  FALLON            12/13/61 01202           035   2 A 1 2 A 1 3 4 10 2        12
  FALLON            12/13/61 01202           035   2 A 1 2 A 1 3 4 10 2        12
  FALLON            02/03/61 OATS PARK       037   2 A 1 3 A 1 5 4 30 2        2
  FALLON            02/03/61 OATS PARK       037   2 A 1 3 A 1 5 4 30 2        2
  FALLON            07/26/61 01202           035   1 A 1 3 A 1 5 4 20 2        2
  FALLON            07/26/61 01202           035   1 A 1 3 A 1 5 4 20 2        2
  FALLON            05/02/61 01202           036   2 A 1 3 A 1 5 4 10 1 1      2
  FALLON            05/02/61 01202           036   2 A 1 3 A 1 5 4 10 1 1      2
  FALLON            03/26/61 OATS PARK       038   2 A 1 4 A 1 5 4 25 2        11
  FALLON            03/26/61 OATS PARK       038   2 A 1 4 A 1 5 4 25 2        11
  FALLON            10/03/61 01202           036   1 A 1 3 A 1 5 4 20 2        2
  FALLON            10/03/61 01202           036   1 A 1 3 A 1 5 4 20 2        2
  FALLON            12/08/60 OATS PARK       039   1 A 1 4 A 1 4 4 30 1 1      2
  FALLON            12/08/60 OATS PARK       039   1 A 1 4 A 1 4 4 30 1 1      2
  FALLON            12/08/61 01202           033   1 A 1 5 A 1 4 4 45 2        2
  FALLON            12/08/61 01202           033   1 A 1 5 A 1 4 4 45 2        2
  FALLON            02/16/61 01202           033   1 A 1 3 A 1 5 2 10 2        12
  FALLON            02/16/61 01202           033   1 A 1 3 A 1 5 2 10 2        12
  FALLON            04/27/61 01202           032   1 A 1 3 A 1 5 4 20 2        2
  FALLON            04/27/61 01202           032   1 A 1 3 A 1 5 4 20 2        2
  FALLON            09/09/61 01202           032   2 B 1 1 B 1 5 4 20 2        2
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COUNTY: CHURCHILL STUDENTS WHOSE PARENTS ARE IN MILITARY SERVICE AS R

STUDENT NUMBER		NAME	ETHNIC GROUP	SCHOOL	SEX	ADDRESS
01202034010162	P	DAVID J	WHITE	01202	M	731A CAPEH
01203037023021	S	JACKLEENA	WHITE	OATS PARK	F	RT2 BOX 19
01202033010127	S	CARLENE Q	WHITE	01202	F	3251 SHECK
01202034010165	S	JAMES D	WHITE	01202	M	HAPPY VALL
01202034010166	S	MARTY P	WHITE	01202	M	540 NADINE
01203038023075	S	TIM N	WHITE	OATS PARK	M	CAPEHRT HS
01202033010128	T	VICTORIAP	OTHER	01202	F	5178 PUB Q
01202034010167	T	KERRY D	WHITE	01202	M	738A CAPEH
01202031010022	W	WANDA M	WHITE	01202	F	340 W FIRS
01202031010024	W	PATRICK E	WHITE	01202	M	485 W 5TH
01202036010275	Z	FRANK D	WHITE	01202	M	516A PUB Q
COUNTY TOTALS	39					

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'S ARE IN MILITARY SERVICE AS REPORTED TO WN-REC    (REDPRO56)   6/06/70 PAG      2

                                                               ZIP      BIRTH          STAN%
  SCHOOL        SEX    ADDRESS              CITY               CODE     DATE          PA   AR

01202            M   731A CAPEHRT   FALLON                     89406   06/13/61
OATS PARK        F   RT2 BOX 194    FALLON                     89406   04/18/61
01202            F   3251 SHECKLR   FALLON                     89406   10/05/60
01202            M   HAPPY VALLEY   FALLON                     89406   04/18/60
01202            M   540 NADINE     FALLON                     89406   05/14/61
OATS PARK        M   CAPEHRT HSNG   FALLON                     89406   08/26/61
01202            F   517B PUB QTR   FALLON                     89406   08/16/60
01202            M   738A CAPEHRT   FALLON                     89406   05/20/61
01202            F   340 W FIRST    FALLON                     89406   10/22/60
01202            M   485 W 5TH ST   FALLON                     89406   06/05/61
01202            M   516A PUB QTR   FALLON                     89406   05/01/59
```

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COUNTY: CHURCHILL                STUDENTS WHOSE PARENTS ARE IN MILITARY SERVICE AS RE
   SCHOOL: OATS PARK

STUDENT NUMBER              NAME                  ETHNIC GROUP     SEX    ADDRESS

01203037023005   G             DIANA    E    OTHER                  F    AIR FRC HSNG

01203037023012   L             TIM      N    WHITE                  M    735 CAPEHART
01203038023068   P             SANDRA   L    WHITE                  F    7528 CAPEHRT
01203037023021   S             JACKLEENA     WHITE                  F    RT2 BOX 194
01203038023075   S             TIM      N    WHITE                  M    CAPEHRT HSNG
 SCHOOL TOTALS:        5
```

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S ARE IN MILITARY SERVICE AS REPORTED TO WN-REC    (REDPRO58)   6/06/70 PAGE    1

                                                                BIRTH        STAN%
 GROUP       SEX    ADDRESS          CITY             ZIP CODE   DATE        PA   AR

              F    AIR FRC HSNG    FALLON              89406   11/07/61

              M    735 CAPEHART    FALLON              89406   08/30/60
              F    7528 CAPEHRT    FALLON              89406   03/27/61
              F    RT2 BOX 194     FALLON              89406   04/18/61
              M    CAPEHRT HSNG    FALLON              89406   08/26/61
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CLUNTY :  CHURCHILL             PARENTAL RELATIONSHIP BY COUNTY      AS REPORTED TO WN-R
                  MALE PARENT         STEP PARENT

STUDENT NUMBER             NAME             ETH GRP SEX          CITY         B. DATE     SCHOO

01203037023026 V            STEVEN   J  H             M   FALLON          07/08/61  DATS PAR
01202031010022 W            WANDA    M  W             F   FALLON          10/22/60  01202
01203037023027 W            DENNIS   T  W             M   FALLON          03/03/61  DATS PAR
01301104040176 W            JIM      P  W             M   STILLWATER      03/28/55  BEST JR
01301101040030 W            MARYAN   K  W             F   FALLON          10/25/55  BEST JR
01301102040078 W            ROGER    B  W             M   FALLON          04/06/55  BEST JR
01301106040280 W            DAVID    W  W             M   FALLON          06/02/55  BEST JR
01202036010274 W            LYNNETTEP   W             F   FALLON          10/24/60  01202
01202034010168 W            CAROL    A  I             F   FALLON          08/10/60  01202
01202031010023 W            JULIE    A  I             F   FALLON          04/14/61  01202
01203037023028 W            MYRAN    C  BLACK         M   FALLON          05/29/61  DATS PAR
01203038023078 W            PAMELA   K  W             F   HAZEN           08/16/61  DATS PAR
01202031010024 W            PATRICK  E  W             M   FALLON          06/05/61  01202
01301101040031 W            ELVA     N  W             F   FALLON          10/18/55  BEST JR
01301104040177 W            MINDY    I  W             F   FALLON          09/11/55  BEST JR
01301101040032 W            TOM      B  W             M   FALLON          03/22/55  BEST JR
01301104040178 W            ELLEN    M  W             F   FALLON          02/16/55  BEST JR
01301102040079 W            MARY     L  W             F   FALLON          05/11/55  BEST JR
01301101040033 W            ROBERT   M  W             M   FALLON          07/21/55  BEST JR
01202034010169 W            ROBERT   J  W             M   FALLON          01/19/61  01202
01202031010025 W            KERRY    A  W             M   FALLON          10/09/60  01202
01203037023029 W            WADE     W  W             M   FALLON          06/06/61  DATS PAR
01301103040134 W            REBECCA  L  W             F   FALLON          06/01/55  BEST JR
01202034010170 Y            BRET     C  W             M   FALLON          02/06/61  01202
01202036010275 Z            FRANK    D  W             M   FALLON          05/01/59  01202
01301107040327 Z            RODNEY   S  W             M   FALLON          10/07/54  BEST JR

          COUNTY TOTAL     418
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```
BY COUNTY    AS REPORTED TO WN-REC  REDRP175                       9/03/70 PAGE     9

                                                      MALE    FEM    LEARN    STANS
     CITY         B. DATE      SCHOOL      GR SEC   PARENT PARENT   LIM     PA AR

ALLON             07/08/61 OATS PARK        0  37   W 2 3  W 1 5  2
ALLON             10/22/60 01202            0  31   W 1 3  W 1 3  1 1  4
ALLON             03/03/61 OATS PARK        0  37   W 1 3  W 1 5  2
TILLWATER         03/28/55 BEST JR HI       1  04   W 1 2  W 1 5  2            11 12
ALLON             10/25/55 BEST JR HI       1  01   W 1 2  W 1 5  2            59 48
ALLON             04/06/55 BEST JR HI       1  02   W 1 3  W 1 1  2            86 10
ALLON             06/02/55 BEST JR HI       1  06          W 1 2  2            04 16
ALLON             10/24/60 01202            0  36          W 3 4  1 1  4
ALLON             08/10/60 01202            0  34   W 1 4  W 1 4  2
ALLON             04/14/61 01202            0  31   W 1 3  W 1 4  1 1
ALLON             05/29/61 OATS PARK        0  37   W 1 1  W 1 5  11
AZEN              08/16/61 OATS PARK        0  38   W 1 3  W 1 5  2
ALLON             06/05/61 01202            0  31   W 1 1  W 1 1  2
ALLON             10/18/55 BEST JR HI       1  01   W 1 3  W 1 1  2            96 48
ALLON             09/11/55 BEST JR HI       1  04   W 1 5  W 1 5  2            30 22
ALLON             03/22/55 BEST JR HI       1  01   W 1 2  W 1 5  2            64 18
ALLON             02/16/55 BEST JR HI       1  04   W 1 2  W 1 3  2
ALLON             05/11/55 BEST JR HI       1  02   W 1 3  W 1 5  2            46 08
ALLON             07/21/55 BEST JR HI       1  01   W 1 1  W 1 5  2            70 44
ALLON             01/19/61 01202            0  34   W 1 2  W 1 4  2
ALLON             10/09/60 01202            0  31   W 1 1  W 1 1  2
ALLON             06/06/61 OATS PARK        0  37   W 1 2  W 1 5  2
ALLON             06/01/55 BEST JR HI       1  03   V 2 4  V 1 5  2
ALLON             02/06/61 01202            0  34   Y 1 3  Y 3 5  2
ALLON             05/01/59 01202            0  36   Z 1 3  Z 1 5  2
ALLON             10/07/54 BEST JR HI       1  07   Z 2 4  Z 1 5  2            12 01
```

STUDENT FILE CONTENTS

This is a proof list of what information has been stored in the Student Information System for each student. This list is printed in numerical order (which is alphabetical within each numbered block). This printout is designed as an aid to school districts in updating or in gathering additional information on students. It is similar in nature to a permanent record sheet or transcript.

One point should be remembered -

> The data appearing in this file (and in the SIS as a whole) has been collected in the Spring, Summer and Fall of 1970 with students in their Spring 1970 classes (and sections). Since that time most of the students have been promoted. Hence a 3rd grader in this system is a 4th grader in Spring 1971 and will be a 5th grader in Fall 1971.
>
> The standardized testing data stored in the system is as follows:
>
> for 9th graders (grade 1 in SIS) the Stanford Achievement test data is Spring 1969 or Fall 1969 data (taken while they were in 8th grade in Spring 1969 or early in 9th grade in Fall 1969).
>
> for 3rd and 8th graders (grade 03 and 08 in SIS) the Stanford test data is Spring 1970 data.
>
> for Kindergarten, 2nd, 5th and 7th graders (grade 00, 02, 05, and 07 in SIS) the Stanford test data is Spring 1971 data, taken when these students were in truth 1st, 3rd, 6th and 8th graders but not yet promoted in the SIS.

This lack of up-date may be annoying to the users but with practice the data can be interpreted properly. An updating procedure has been designed and tested, so updating of the student data can be easily performed.

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L020                                                   WESTERN REGIONAL EDUCATION SYST
                                                           STUDENT FILE CONTENTS

STUDENT NUMBER -    11-204-024-402103     STUDENT NAME -       BEER         JOSE

 STUDENT S.S. NO. -      -  -              ETHNIC CODE -        WHITE
 STUDENT COUNTY -   MINERAL                BIRTH DATE -         03/01/62
 CITY -             BABBITT                ZIP CODE -           89416

 LANGUAGE CODE -    ENGLISH ONLY           MALE PARENT NAME -
 MALE PARENT OCC. -                        MALE PARENT MILI. -
 FEMALE PRT. RELAT- NATURAL PARENT         FEMALE PRT. OCC. -   PROFESSIONAL

 TRANS. PT. -       WALK OR RIDE BIKE      STUDENT DISTANCE -   000
 KNOWN LIMITATION - NO                     HEARING LIMITATION - NO
 LOCO. LIMITATION - NO                     OTHER LIMITATION -   NO
 STUDENT LUNCH -    SCHOOL BOX LUNCH       PERSONAL DATA DATE - 09/70

   ------------------------------STANFORD ACHIEVEMENT TEST (GRADE, PERCENT,
   WORD MEAN.  PARA. MEAN.  SPELLING  WORD STUDY  LANGUAGE  ARITH. COMPU.  ARITH

   037-56-5     038-54-5    030-26-4  028-34-4   029-24-4    033-36-4       026-


STUDENT NUMBER -    11-204-024-402104     STUDENT NAME -       BERGMAN      WILL

 STUDENT S.S. NO. -      -  -              ETHNIC CODE -        WHITE
 STUDENT COUNTY -   MINERAL                BIRTH DATE -         06/26/62
 CITY -             BABBITT                ZIP CODE -           89415

 LANGUAGE CODE -    ENGLISH ONLY           MALE PARENT NAME -   D   BERGMAN
 MALE PARENT OCC. - PROFESSIONAL           MALE PARENT MILI. -  YES
 FEMALE PRT. RELAT- NATURAL PARENT         FEMALE PRT. OCC. -   UNEMPLOYED

 TRANS. PT. -       SCHOOL BUS             STUDENT DISTANCE -   001
 KNOWN LIMITATION - NO                     HEARING LIMITATION - NO
 LOCO. LIMITATION - NO                     OTHER LIMITATION -   NO
 STUDENT LUNCH -    OTHER                  PERSONAL DATA DATE - 09/70

   ------------------------------STANFORD ACHIEVEMENT TEST (GRADE, PERCENT,
   WORD MEAN.  PARA. MEAN.  SPELLING  WORD STUDY  LANGUAGE  ARITH. COMPU.  ARITH

   040-68-6     034-42-5    057-96-9  031-40-5   036-50-5    036-50-5       042-
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RN REGIONAL EDUCATION SYSTEM                                          PAGE  433
 STUDENT FILE CONTENTS                                                 06/22/7

E -        BEER          JOSEPH     SCHOOL -      BABBITT PRIMARY

 -         WHITE                    STUDENT SEX -          MALE
           03/01/62                 STREET ADDRESS -       B 1160
           89416                    ENTRY DATA DATE -      04/70

 NAME -                             MALE PARENT RELAT. -
 MILI. -                            FEMALE PARENT NAME -  M A BEER
 OCC. -    PROFESSIONAL             HOME DATA DATE -       09/70

TANCE -    000                      STUDENT TIME -         15
ITATION -  NO                       VISION LIMITATION -    NO
ATION -    NO                       HOW LIMIT. KNOWN -
TA DATE -  09/70

EMENT TEST (GRADE, PERCENT, STANINE)------------------------------------
GUAGE  ARITH. COMPU.  ARITH. CON.  ARITH. APPLI.  SOCIAL STUDY  SCIENCE

-24-4    033-36-4       026-18-3                                 043-68-6



E -        BERGMAN       WILLIAM J SCHOOL -       BABBITT PRIMARY

 -         WHITE                    STUDENT SEX -          MALE
           06/26/62                 STREET ADDRESS -       B NAD
           89415                    ENTRY DATA DATE -      04/70

 NAME -    D   BERGMAN              MALE PARENT RELAT. -  NATURAL PARENT
 MILI. -   YES                      FEMALE PARENT NAME -  A A BERGMAN
 OCC. -    UNEMPLOYED               HOME DATA DATE -       09/70

TANCE -    001                      STUDENT TIME -         05
ITATION -  NO                       VISION LIMITATION -    NO
ATION -    NO                       HOW LIMIT. KNOWN -
TA DATE -  09/70

EMENT TEST (GRADE, PERCENT, STANINE)------------------------------------
GUAGE  ARITH. COMPU.  ARITH. CON.  ARITH. APPLI.  SOCIAL STUDY  SCIENCE

-50-5    036-50-5       042-64-6                                 043-68-6
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WESTERN NEVADA REGIONAL EDUCATION CENTER

ABSTRACTS OF RESEARCH REPORTS

WN-REC
Lovelock, Nevada

RESEARCH SUMMARY SHEET NO. 1
5/25/70

CHARACTERISTICS OF STUDENTS OF DIFFERENT AGES

NINTH GRADE, NEARBY DISTRICT 5-25-70 (G)

PROJECT: To Identify Certain Characteristics of Overage and Non-Overage Students in the Ninth Grade of a WN-REC District.

EXPLANATIONS: Overage students (ninth grade 1969-70) are those whose birthdays fall before December 1, 1954. Some students were overage by six months or more (born before June 1, 1954). Use of these birth division points identifies three groups: non-overage, overage, and overage by six months or more.

FINDINGS: The following trends were revealed:

(1) Overage students perform academically well below the overall average (local or national) or the average of the non-overage. The more overage the student group, the lower the average performance.

(2) The percentage of students with learning limitations is higher among the six-months-and-over group than for the overall group.

(3) Among students, the frequency of foreign language spoken in the home increases as the degree of student overage increases.

(4) No members of the overage groups come from families with male parent occupationally classified as professional.

(5) The proportion of students with unemployed fathers increases with degree of overage (five times the average for the oldest group).

(6) There is a general tendency (not complete, however) for the proportion of Spanish-Americans and Indians to increase as age of group increases.

(7) The number of girls exceeds the number of boys in only the oldest age group.

DATA ANALYZED: Items selected from the WN-REC Student Information System (SIS) were - name, ethnic group, sex, foreign language at home, male parent--relationship and occupation, learning limitations, and Stanford Achievement Test Subtest scores--Advanced Paragraph Meaning (PA) and Arithmetic Computation (AR).

PUBLICATION: Using Student Data From Computer Printouts, T. G. Brough, WN-REC, 5-25-70.

WN-REC
Lovelock, Nevada

RESEARCH SUMMARY SHEET NO. 2
5/25/70

STANDARDIZED TEST PERFORMANCE

NINTH GRADE, NEARBY DISTRICT 5-25-70 (G)

PROJECT: To Summarize Selected Information For Ninth Grade Students in a WN-REC District Classified on the Basis of Their Performance on Stanford Achievement Subtests.

EXPLANATIONS: Stanford Achievement Subtests used are Advanced Paragraph Meaning (PA) and Arithmetic Computation (AR).

FINDINGS: The following trends were revealed:

(1) Students who rank in the lowest quartile in one of the subtests (either PA or AR) generally perform low in the other subtest.

(2) The low average academic performance of the lower quartile students is reflected in the average of their Otis IQ's (estimated).

(3) The average ages of students increase as academic performance decreases.

(4) The proportion of foreign language spoken in the home increases as the academic performance of these students decreases.

(5) The proportion of students with male parents in the professions decreases with decreasing academic performance.

(6) The proportion of students with male parents in the skilled occupations increases with decreasing academic performance.

(7) The proportion of Spanish-American and Indian students increases as academic performance decreases.

(8) The proportion of students reporting lunch taken as "none" or "other" increases as academic performance decreases.

DATA ANALYZED: Items selected from the WN-REC Student Information System were - ethnic group, sex, foreign language spoken at home, birthdate, male parent relationship and occupation, learning limitations, lunch type, estimated Otis IQ, and Stanford Achievement subtests PA and AR.

PUBLICATION: Using Student Data From Computer Printouts, T. G. Brough, WN-REC, 5-25-70.

WN-REC
Lovelock, Nevada

RESEARCH SUMMARY SHEET NO. 3
7/28/70

STANDARDIZED TEST PERFORMANCE

NINTH GRADE, NEARBY DISTRICT 7-28-70 (H)

PROJECT: To Summarize Selected Information for Ninth Grade Students by Different Age and Achievement Groups in a WN-REC District on the Basis of Their Performance on Stanford Achievement Subtests. In So Doing, Only Data Items From the "Entry Data" Collection Sheet Plus Achievement Subtest Scores Are Used.

EXPLANATIONS: Stanford Achievement Subtests used are Advanced Paragraph Meaning (PA) and Arithmetic Computation (AR). The distance from school was measured by using road map mileage from place of residence to the town where the school was located.

FINDINGS: The following trends were revealed:

(1) Academic performance decreases as age increases,

(2) Performance decreases as the proportion of male students increases (except among Spanish-American students) and as the age of the group increases,

(3) Performance decreases as the proportion of Spanish-American students increases,

(4) Among students who live out-of-town the academic performance rapidly decreases and age increases.

In Summary: Girls are doing better than boys (except for Spanish-Americans); the Spanish-American students and out-of-town students are doing much worse than the in-town students. The Spanish-American boys and girls are not being affected differently.

DATA ANALYZED: Items selected from the WN-REC Student Information System (Entry sheet only) were - name, ethnic group, sex, birthdate, city of residence.

PUBLICATION: Using Student Entry Data and Standardized Test Data, T. G. Brough, WN-REC, 7-28-70.

WN-REC
Lovelock, Nevada

RESEARCH SUMMARY SHEET NO. 4
7/28/70

CHARACTERISTICS OF STUDENTS OF DIFFERENT AGES

NINTH GRADE, NEARBY DISTRICT 7-28-70

PROJECT: Using Only Student Data Recorded on the "Entry Data" Collection Sheet, Identify Certain Characteristics of Overage and Non-Overage Students in the Ninth Grade of a WN-REC District.

EXPLANATIONS: Overage students (ninth grade, 1969-70) are those whose birthdays fall before December 1, 1954. Some students were overage up to six months, some up to 12 months, and others over 12 months. Use of these birth division points identifies four groups of students: non-overage, overage up to six months, overage six to 12 months, and overage by more than 12 months.

FINDINGS: The following trends were revealed:

(1) Student academic performance decreases as age increases,

(2) Academic performance decreases among out-of-town students,

(3) Out-of-town students are generally older,

(4) The proportion of Spanish-American students increases with increasing age group (four out of five Spanish-American students are overage).

(5) There are no Spanish-American students coming to school from out-of-town.

DATA ANALYZED: Items selected from the WN-REC Student Information System (Entry sheet only) were - name, ethnic group, sex, birthdate, city of residence, plus Stanford Achievement subtest scores for PA and AR.

PUBLICATION: Using Student Entry Data and Standardized Test Data, T. G. Brough, WN-REC, 7-28-70.

WN-REC
Lovelock, Nevada

RESEARCH SUMMARY SHEET NO. 5
7/28/70

CHARACTERISTICS OF STUDENTS BY PLACE OF RESIDENCE

NINTH GRADE, NEARBY DISTRICT 7-28-70 (H)

PROJECT: To Identify Certain Characteristics of Ninth Grade Students in a Nearby District According to Place of Residence.

EXPLANATIONS: All towns were coded for analytical purposes. Overage students are those whose birthdays fall before December 1, 1954. Stanford Achievement Subtests used were Advanced Paragraph Meaning (PA) and Arithmetic Comprehension (AR).

FINDINGS: The published table revealed the following:

(1) The proportion of overage students increases strongly with distance from school.

(2) The proportion of students in the lower quartile increases strongly with distance from school.

(3) Fifty percent or more of the students in the outlying towns are either overage or in the lower quartile.

(4) The average academic performance of the students in the categories: overall, overage, and in lower quartile in general decreases with increasing distance.

(5) The population of students in A_1 and A_2 is quite different as indicated in all measures. Students in A_2 outperform students in A_1. Without the students in A_2 the average county-wide performance on the Stanford Subtests would be vastly different.

DATA ANALYZED: Items selected from the WN-REC Student Information System were - sex, ethnic group, address and birthdate. Mileage projections and Stanford Achievement Subtests PA and AR were used.

PUBLICATION: Using Student Entry Data and Standardized Test Data, T. G. Brough, WN-REC, 7/28/70.

WN-REC
Lovelock, Nevada

RESEARCH SUMMARY SHEET NO. 6
8/4/70

CHARACTERISTICS OF STUDENTS OF DIFFERENT AGES

NINTH GRADE, WN-REC DISTRICT "A"

PROJECT: To Identify Certain Characteristics of Overage and Non-Overage Students in Ninth Grade of a Selected WN-REC District.

EXPLANATIONS: Overage students (ninth grade, 1969-70) are those whose birthdays fall before January 1. 1955. Some students were overage by six months or more (born before July 1, 1954). Use of these birth division points identifies three groups of students: non-overage, overage, and overage by six months or more.

FINDINGS: The following trends were revealed:

As students increase in age:

(1) The frequency of foreign language spoken at home increases,

(2) The proportion of reported learning limitations increases,

(3) The proportion of male parents identified as step-parent, other, or missing increases,

(4) The proportion of fathers in unskilled and/or unemployed occupation categories increases,

(5) The student performance on the Stanford Achievement subtests rapidly decreases,

(6) The proportion of girls decreases.

In Summary: Students who have a tendency to be overage and place lowest on the Stanford Achievement subtests are: (a) those with learning limitations; (b) those who speak a foreign language at home; (c) those who are members of minorities; (d) those with step-, foster, or missing male parent; (e) those with fathers unskilled or unemployed; (f) those with hot lunch not paid by home; and (g) those who are boys.

DATA ANALYZED: Items selected from the WN-REC Student Information System were - learning limitations, foreign language spoken at home, male parent relationship, male parent occupation, ethnic identity, age, school transportation, lunch type, and Stanford Achievement subtest scores.

PUBLICATION: Overage Students and Students in Lowest Quartile, District A, Ninth Grade, T. G. Brough, WN-REC 8-4-70.

WN-REC
Lovelock, Nevada

RESEARCH SUMMARY SHEET NO. 7
8/4/70

STANDARDIZED TEST PERFORMANCE

NINTH GRADE, WN-REC DISTRICT "A"

PROJECT: To Summarize Selected Information For Ninth Grade Students in a WN-REC District Classified On the Basis of Their Performance on Stanford Achievement Subtests.

EXPLANATIONS: Stanford Achievement Subtests used are Advanced Paragraph Meaning (PA) and Arithmetic Computation (AR).

FINDINGS: The following trends were revealed:

Student performance decreases as:

(1) The proportion of overage students increases,

(2) The proportion of foreign language spoken at home increases,

(3) The proportion of students with fathers unskilled and/or unemployed increases,

(4) The proportion of Indian students increases,

(5) The proportion of students eating school hot lunches increases,

(6) The proportion of students with professional fathers decreases.

No definite trends are observable linking transportation method or time to school with performance.

DATA ANALYZED: Items selected from the WN-REC Student Information System were - learning limitations, age, foreign language at home, male parent relationship, male parent occupation, ethnic groups, sex, school transportation, lunch habits, and Stanford Achievement Test Scores.

PUBLICATION: Overage Students and Students in Lowest Quartile, District A, Ninth Grade, T. G. Brough, WN-REC 8-4-70.

WN-REC STUDENT INFORMATION SYSTEM

USING STUDENT DATA FROM COMPUTER PRINTOUTS

TWO EXAMPLES:

1. Characteristics of Overage Students
2. Characteristics of Students in Lowest Quartile

Reprinted May 5, 1971

Theodore G. Brough

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INTRODUCTION

This pamphlet introduces the Partial Student Profile, a computer-based report of data on each student stored in the Western Nevada Regional Education Center's Student Information System. By its very nature (a computer printout--one line per student) the Profile is compact and much of the information is coded. Printouts of the complete coded information as it now exists for each student in the system are even more compact. Samples of this data (called Demonstration Data for discussion purposes) are included in an appendix to this report. With a little experience, the codes can be learned and the information extracted for school analysis purposes.

USING THE PARTIAL STUDENT PROFILE

The Student Profile lists most of the data submitted for each student. Data not printed on the Student Profile is:

Street or P.O. Box	Entry Data
County of Residence	
ZIP Code	
Date of Filling Out	
Father on active Military Duty	Home Data
Father's Name	
Mother's Name	
Distance from School	Personal Data

The Student Profile does include the first initial of the Male and Female Parent's last name in order to indicate whether a name is listed. This can also be used as an indication of the name differing from the student's last name. See the Appendix for examples of the complete input data.

Two Stanford Achievement Scores have been listed (when available). These are the percentile standings in Advanced Paragraph Meaning and Arithmetic Computations. These two were chosen because the Paragraph Meaning subscore has the highest correlation with the Otis IQ score and the Arithmetic Computation subscore is the most sensitive of the three mathematics subscores. The rest of the Stanford Achievement Subscores are stored in the Student Information System, both as interpreted scores (Percentile Standing, Grade Equivalence and Stanine) and as Raw Scores. Examples of how these are stored are shown in the Appendix (Demonstration Data). A sample page from the Partial Student Profile, with explanation, is printed on the following pages. Some of the cities have not been decoded--the codes are listed in the Student Information System Reference Guide.

```
               PARTIAL STUDENT PROFILE AS REPORTED TO WN-REC                                     5/09/70 PAGE    1
                                                                       MALE  FEM    TME LEARN LCH STAN%
          ETH GRP SEX        CITY        B. DATE      SCHOOL    GR SEC L PARNT PARNT T MIN  LIM  TYP FA  AR

IA      L WHITE    F                    11/18/55                1 01  1 A 1 3 A 1 3 1 20 2        4   34  01
IY      A WHITE    M                    12/23/53                1 01  1 A 1 3 A 1 3 1 10 2        4
ROL     A WHITE    F                    01/06/55                1 05  1 A 1 3 A 1 5 1 10 2        4   01  04
RALD    M WHITE    M                    08/17/55                1 08  1 A 1 2 A 1 3 1 05 1 1   2 12   32  10
SEMARY    SPAN-AM  F                    12/13/53                1 07  2 A 1 2 A 1 5 4 25 1 11  2 12
OFFERYS WHITE      M                    06/11/55                1 07  1 A 1 3 A 1 4 5 02 1 1   2 12   82  62
RALD    R WHITE    M                    03/21/55                1 10  1 A 1 3 A 1 4 4 30 1 1   2 2    84  46
RLENE   A WHITE    F                    02/15/55                1 05  1 A 1 3 A 1 5 4 05 2        4   36  20
LYRE    L WHITE    F                    03/10/55                1 01  1 A 1 3 A 1 5 4 30 1 1   2 12   50  18
LISON   M WHITE    F                    04/05/55                1 10  1 A 1 1 A 1 5 1 15 1 1   3 4    70  72
ORIA    L INDIAN   F                    09/13/54                1 07  2 W 2 4 W 1 5 4 30 2        11   52  26
NDALL   D WHITE    M                    08/27/54                1 10  1 B 1 3 B 1 1 1 17 2        2
IELA      SPAN-AM  F                    05/22/55                1 21  2 B 1 3 B 1 3 2 15 1 1   2 4    48  26
CKEY    S INDIAN   M                    01/06/55                1 07  1         B 1 3 2 20 1   1 2 11   08  11
IDY     M WHITE    F                    02/21/55                1 04  1 B 1 3 B 1 4 1 10 2        4   64  94
TRICK   J WHITE    M                    10/30/54                1 07  2 B 1 3 B 1 4 4 45 2        12   52  54
IGLAS   N WHITE    M                    02/26/54                1 01  1 B 1 1 B 2 3 1 15 1   1 2 12
IE      W WHITE    M                    07/29/55                1 01  1 B 1 3 B 1 4 4 10 2        12   12  04
IRA     K WHITE    F                    10/27/55                1 01  1 B 1 2 B 1 4 1 08 2        12   54  64
        J WHITE    M                    08/04/54                1 05  1 B 1 2 B 1 5 4 40 1 1   2
RCY     E WHITE    F                    02/24/55                1 08  1 B 1 3 B 1 2 1 05 2        4   94  90
SLEY    A WHITE    M                    08/31/55                1 01  1 B 1 3 B 1 1 2 07 2        12   66  64
RY      L WHITE    F                    12/20/55                1 21  1 R 2 3 R 1 5 5 05 2        4   86  90
DOLPHT    INDIAN   M                    01/11/54                1 01  2 B 1 2 B 1 3 2 60 1 1   2 12   04  14
ISHA    J WHITE    F                    10/13/55                1 07  2 C 1 2 C 1 2 4 30 2        12   98  98
IK      T WHITE    M                    11/05/55                1 10  1 C 1 3 C 1 3 1 09 1 1   2 2    07  38
INA     L WHITE    F                    12/20/55                1 04  1 C 1 3 C 1 3 4 10 1   1 2 4    24  18
IN      E WHITE    M                    02/03/55                1 01  1 C 1 2 C 1 5 2 15 2        4   96  50
          WHITE    F                    04/12/55                1 01  1 1 3 3 C 1 5 4 30 2        4   36  12
```

The headings and codings are abbreviated as follows:

GR = Grade Level: 1 = 9th grade, 2 = 10th, 3 = 11th, 4 = 12th   03 = 3rd grade, 06 = 6th grade, 08 = 8th grade, etc.

SEC = Section (classroom group): 1 to 9 in grade school, 01 to 99 in Jr. High and High School

L = Language Spoken at Home: 1 = English Only; 2 = English and Other

Male Parnt = Male Parent Characteristics:
Fem Parnt = Female Parent Characteristics:

1st column: Letter is first letter of Parent's Name

2nd column = Relationship: 1 = Natural Parent   3 = Other (Foster parent, etc)
2 = Step-parent

3rd column = Occupation: 1 = Professional   4 = Unskilled Labor
2 = Self-Employed   5 = Unemployed
3 = Skilled Labor

T = School Transportation Type: 1 = Walk or Ride Bike   4 = School Bus
2 = Family Car   5 = Other
3 = Own Car

TME MIN = Time to get to school, minutes

LEARN LIM = Known Learning Limitations:

1st column = Is there a learning limitation: 1 = YES   2 = NO
2nd column = Hearing: 1 = YES, blank = NO (This column is usually blank)
3rd column = Vision: 1 = YES, blank = NO
4th column = Locomotive: 1 = YES, blank = NO
5th column = OTHER: 1 = YES, blank = NO
6th column = How Known: 1 = Parent Report   3 = School Observation
2 = Professional Exam   4 = Student Report

LCH TYP = Noon Lunch - Most Often:

1st column = Type of Lunch: 1 = School Hot Lunch   3 = None
2 = School Box Lunch   4 = Other

2nd column = Who pays for Hot Lunch: 1 = School   2 = Family/Self

STAN % = Stanford achievement sub-test scores(National percentile score):
PA = Paragraph Meaning (advanced), 1st sub-test score
AR = Arithmetic Computation, 3rd subtest score in advanced Battery.

Three examples of how this data can be used are discussed below. They are:

1. Characteristics of Overage Students
2. Characteristics of Students in Lowest Quartile of the Two Stanford Achievement Test Subscores
3. Calculation of IQ's From Stanford Achievement Test Subscores

The data for these examples are taken from the printout of data for ninth grade students in one county.

1. Characteristics of Overage Students

Students in the ninth grade will be considered overage if their birthdates fall before December 1, 1954. That is to say, their age cohort in the ninth grade should have entered school together if their birthdays fall between December 1, 1954 and November 30, 1955. On this basis, the overage students can be easily identified. Of the 179 ninth grade students in the county under consideration, 39 are overage. Of these, 22 are overage up to six months (birthdays between June 1 and November 30, 1954). Selected data considered of importance for these overage students is included in the following tables (Tables 1 and 2). (This data is from the 7-page printout for the county--only the first page is included with this discussion as an example). The investigator in this study of overage students considered only male parent relationship and male parent occupation, not female parent relationship and occupation. In cases where a male parent was missing,

Table 1

Ninth Grade Students Overage up to 6 months

(Birthdate June 1, 1954 to November 30, 1954) (N = 22)

ETH GRP	SEX	L (LANG)	MALE PARENT REL*	MALE PARENT OCC*	LEARN LIM	STAN %	
						PA	AR
I	F	2	2	4	2	52	26
W	M	1	1	3	2	--	--
W	M	2	1	3	2	52	54
W	M	1	1	2	1	--	--
W	M	1	1	3	2	--	--
W	M	1	1	5	2	92	64
W	F	1	1	3	1	08	01
W	M	1	1	2	2	06	46
S	F	2	1	3	2	18	56
W	F	1	1	3	2	--	--
I	M	1	1	3	2	--	--
W	M	1	2	3	1	--	--
W	M	1	2	2	2	--	--
W	M	1	1	3	1	50	34
W	F	1	(1)	(5)	2	16	18
W	F	1	1	2	1	82	37
I	F	1	2	2	1	48	84
W	F	1	1	3	2	48	64
W	M	1	1	2	2	--	--
W	F	1	1	2	2	05	01
W	F	1	1	3	2	08	04
I	M	1	1	3	1	12	58

* If Male Parent is missing, Female Parent is substituted (shown in parentheses).

Table 2

Ninth Grade Students Overage o months and above

(Birthdate before June 1, 1954) (N = 17)

ETH GRP	SEX	L (LANG)	MALE PARENT REL*	MALE PARENT OCC*	LEARN LIM	STAN %	
						PA	AR
S	F	1	1	3	1	48	26
I	M	2	1	2	1	04	14
W	F	1	1	3	2	18	08
W	F	1	1	3	2	12	01
W	M	1	1	2	1	48	06
S	F	2	1	3	2	62	10
W	M	1	1	3	1	14	16
I	F	2	1	3	2	18	24
W	F	1	1	3	1	30	12
I	F	1	3	4	1	32	42
W	M	1	1	5	2	30	02
W	F	1	1	(4)	2	14	14
W	F	1	1	3	2	--	--
W	M	2	1	2	1	--	--
W	M	1	(1)	(5)	2	--	--
W	M	1	1	2	2	--	--
W	F	1	3	3	2	--	--

* If Male Parent is missing, Female Parent is substituted (shown in parentheses).

however, he included the corresponding relationship and occupation of the female parent in its place. Some of the data is coded. An explanation of the codes used appears in the previous pages, as well as in the Appendix to this report.

A summary of the characteristics of the average population indicated is done by counting the number of entries for a given code under the data categories considered and converting each to a percentage. The results for the two groups of overage students are indicated in Table 3. These results can be compared with those for the group of 179 students overall and for the portion of the group (140) that are not overage. These results are also indicated in the table.

Note the following in Table 3:

1. Overage students perform well below the overall average (local or national) or the average of the non-overage. The more overage the student group, the lower the average performance.

2. The overall performance on the Arithmetic Computation Subtest is below the national norm. The group overage up to six months performs a little below the local norms, the group overage six months and above performs well below the mean, local and national norms.

3. The percentage of students with learning limitations is higher among the 6-months-and-over overage group than is the overall percentage. The percentage of students with learning limitations in the non-overage group is somewhat less than the overall percentage.

Table 3

Overage vs. Non-overage

	Percent* Overage up to 6 mos. (N=22)	Percent* Overage over 6 mos. (N=17)	Percent* Total Population (N=179)	Percent* non-overage Population (N=140)
Learning Limitations (Yes only)	33.3(7)	58.8(10)	38.2(68)	36.7(51)
Foreign Language Spoken at home (Yes only)	13.6(3)	23.5(4)	9.0(16)	6.5(9)
Male Parent: missing, Step parent, or other	22.7(5)	17.6(3)	16.7(30)	15.7(22)
Occupation of Male Parent:				
Professional	0	0	11.2(20)	14.3(20)
Self-Employed	31.8(7)	23.5(4)	22.9(41)	21.4(30)
Skilled	54.5(12)	53.0(9)	56.4(101)	57.2(80)
Unskilled	4.5(1)	11.7(2)	3.9(7)	2.9(4)
Unemployed	9.1(2)	29.4(5)	5.6(10)	4.3(6)
Students:				
Spanish American	4.5(1)	11.8(2)	2.2(4)	0.7(1)
Indian	18.2(4)	17.6(3)	11.2(20)	9.3(13)
Girl Students	45.4(10)	58.8(10)	48.6(87)	47.8(67)
Average Score Stanford Sub-test:				
Adv. Para Mean	35.5(14)	27.5(12)	53.2(148)	57.8(122)
Arithmetic Computation	39.1(14)	15.4(12)	42.9(148)	47.3(122)

* Numbers in parentheses are the number of students in each category

4. Among students, the frequency of foreign language spoken in the home increases as the degree of student overage increases (or vice versa). The increase is by a factor of one-half above the average for the up-to-6-months overage group and by one and one-half (1½) for the 6-months-and-over overage group.

5. There is a small fluctuation in the proportion of missing, step-, or other type of male parent among the various groups, but the changes are small.

6. No members of the overage groups come from families with male parent classified as professional.

7. The proportion of students with unemployed fathers increases with degree of overage (five times the average for the oldest group).

8. Three out of the four Spanish-American students in the population sampled are in the overage group, while seven out of the 20 Indians in the population sampled are in the overage group. There is a general tendency (not complete, however) for the proportion of Spanish-Americans and Indians to increase as age of group increases.

9. The number of girls exceeds the number of boys in *only* the oldest age group. There is a general trend (not complete) for the proportion of girls to increase with age of the group.

Of course, the above example uses only *some* of the data available either on the Student Profile or in the stored data. For example, no consideration was taken of school bus data, the lunch pattern, or school identity within the county. Other standardized test data is available and may be worth considering. A detailed analysis of the students' health pattern, school performance, absentee record, and extra-curricular activity record might be useful. Most of this data has not yet been gathered and stored in the Student Information System. It is here that the individual counselor or teacher can use his ingenuity in looking at the available data.

2. Characteristics of Students in Lowest Quartile

An examination of the Partial Student Profile reveals that some students are doing extremely poorly in either or both Stanford Achievement Subtests (Advanced Paragraph Meaning and Arithmetic Computation). A standard practice is to isolate for further study the students who place in the lowest quartile.

Proceeding through the Partial Student Profile for this particular county and recording the students' identity numbers and certain selected data on each student results in the data shown in Table 4. The type of data recorded is the same as that in the previous example, with the exception that the Type of School Lunch (coded) for the student was also considered of importance. In addition, the estimated Otis IQ for these students was computed and listed since a frequent question would be, "Are these students achieving within the range of their abilities?" A technique for computing the estimated Otis IQ from Stanford Achievement Test Subscores will be described in a later section.

Table 4

(1 of 3)

Ninth Grade Students with Stanford Achievement Scores in lowest quartile on either sub-score

(N=53)

STU. NO.	ETH GRP	SEX	L (LANG)	MALE PARENT REL*	MALE PARENT OCC*	LEARN LIM	LUNCH TYPE	STAN %		EST OTIS IQ
								PA	AR	
2001	W	F	1	1	3	2	4	34	01	94
2301	W	F	1	1	3	2	4	01	04	74
2351	W	M	1	1	2	1	12	32	10	86
2302	W	F	1	1	3	2	4	36	20	91
2003	W	F	1	1	3	1	12	50	18	101
2104	I	M	1	(1)	(3)	1	11	08	11	72
2005	W	M	1	1	3	2	12	12	04	75
2008	I	M++	2	1	2	1	12	04	14	69
2404	W	M	1	1	3	1	2	07	38	82
2252	W	F	1	1	3	1	4	24	18	92
2010	W	F	1	3	3	2	4	36	12	97
2012	W	M	1	1	3	1	4	40	18	88
2453	W	F	1	1	2	2	3	34	10	89
2305	W	F++	1	1	3	2	2	18	08	75
2017	W	F+	1	1	3	1	12	08	01	68
2359	W	M+	1	1	2	2	4	06	46	70
2018	I	M	1	1	3	2	4	11	06	75
2019	S	F+	2	1	3	2	4	18	56	80

* If Male Parent is missing, Female Parent is substituted (shown in parentheses).
**Estimated from Stanford Subscores, see discussion for technique.
+ Overage up to 6 months
++Overage 6 months and over.
○ Underage

Table 4 (Cont.)

(2 of 3)

Students in Lowest Quartile

STU. NO.	ETH GRP	SEX	L (LANG)	MALE PARENT REL*	MALE PARENT OCC*	LEARN LIM	LUNCH TYPE	STAN % PA	STAN % AR	EST OTIS IQ
2110	W	F	2	1	1	2	4	10	58	77
2024	I	F	1	1	3	2	12	54	03	91
2457	W	F	1	2	3	1	2	42	06	103
2458	W	F	1	1	3	1	4	18	26	80
2027	W	F	1	1	2	2	1	26	04	95
2028	W	F	1	1	2	2	4	20	26	87
2307	W	F^{++}	1	1	3	2	2	12	01	67
2411	W	M	1	2	2	2	12	50	10	96
2030	W	M	1	1	4	2	12	54	23	99
2412	W	Ⓕ	1	1	3	2	4	24	26	101
2364	W	M	1	3	1	2	4	50	18	97
2414	W	M^{+}	1	1	2	2	4	26	18	84
2309	I	M	1	(3)	(5)	1	11	34	10	85
2113	W	F	1	1	2	2	4	58	11	98
2225	W	M^{++}	1	1	2	1	4	48	06	80
2462	W	F	1	1	3	1	4	06	26	84
2062	W	F^{+}	1	(1)	(5)	2	12	16	18	83
2211	S	F^{++}	2	1	3	2	4	62	10	88

* If Male Parent is missing, Female Parent is substituted (shown in parentheses).
**Estimated from Stanford Subscores, see discussion for technique.
+ Overage up to 6 months
++Overage 6 months and over
◯Underage

Table 4 (Cont.) (3 of 3)

Students in Lowest Quartile

STU. NO.	ETH GRP	SEX	L (LANG)	MALE PARENT REL*	MALE PARENT OCC*	LEARN LIM	LUNCH TYPE	STAN % PA	STAN % AR	EST OTIS IQ
2419	W	F	1	1	3	2	4	64	23	99
2064	W	m	1	1	3	2	12	26	06	91
2065	I	F	2	2	3	1	12	40	20	90
2066	I	Ⓜ	1	1	3	2	12	76	23	100
2310	W	M^{++}	1	1	3	1	1	14	16	71
2226	I	F^{++}	2	1	3	2	4	18	24	76
2311	W	F^{++}	1	1	3	1	3	30	12	83
2312	W	F^{+}	1	1	2	2	4	05	01	63
2313	W	F^{+}	1	1	3	2	4	08	04	82
2266	W	M	1	1	3	2	4	69	02	105
2073	W	M^{++}	1	1	5	2	4	30	02	71
2267	I	M^{+}	1	1	3	1	12	58	18	91
2373	W	F	1	1	3	1	4	40	14	95
2269	W	M	1	1	1	2	12	34	10	89
2075	W	F	1	2	2	1	4	10	26	86
2212	W	F^{++}	1	1	(4)	2	4	14	14	70
2076	W	F	1	1	3	2	12	40	01	99

* If Male Parent is missing, Female Parent is substituted (shown in parentheses).
**Estimated from Stanford Subscores, see discussion for technique.
+ Overage up to 6 months
++Overage 6 months and over
○ Underage

Counting the number of entries for various codes in various categories for these students and converting the tallies to percentages, we have the data listed in Table 5. In addition, the average performance for the students overall and in various categories has been computed.

Note the following in Table 5:

1. The performance of students who rank in the lower quartile in one of the Stanford Achievement Subtests is generally also low (but not necessarily lower quartile) in the other subtest. The students place lowest in the Arithmetic Computation Subtest.

2. The low average performance of the lower quartile students is reflected in the average of their Otis IQ's.

3. The frequency of learning limitations reported varies only slightly from group to group, there being a slight tendency toward fewer learning limitations the lower the placement in the achievement tests.

4. There is a strong trend toward increasing average age of students with lower average achievement.

5. There is a trend of decreasing average placement with increasing proportion of Foreign Language Spoken in the Home.

6. There is a slight decrease in proportion of missing, step-, or foster parents with decreasing performance on the Stanford Achievement Subtests.

Table 5

Lower Quartile Group vs. Others

	Percent Lower Quartile Group (N=53)	Percent Overall Group (N=179)	Percent Non-lower Quartile Group (N=126)
Learning Limitations (Yes only)	35.8(19)	38.2(68)	38.9(49)
Overage	34.0(18)	21.8(39)	16.7(21)
Six months or more	18.9(10)	9.5(17)	5.6(7)
Foreign Language			
Spoken at home (Yes only)	11.3(6)	9.0(16)	7.9(10)
Male Parent: missing, Step parent, or other	15.1(8)	16.7(30)	17.5(22)
Occupation of Male Parent:			
Professional	5.7(3)	11.2(20)	13.5(17)
Self-Employed	22.6(12)	22.9(41)	23.0(29)
Skilled	62.3(33)	56.4(101)	54.0(68)
Unskilled	3.8(2)	3.9(7)	4.0(5)
Unemployed	5.7(3)	5.6(10)	5.6(7)
Students:			
Spanish-American	3.8(2)	2.2(4)	1.6(2)
Indian	17.0(9)	11.2(20)	8.7(11)
Girl Students	60.4(32)	48.6(87)	43.7(55)
Average Score Stanford Sub-test:			
Adv. Para Mean	29.5(53)	53.2(148)	-------*
Arithmetic Computation	15.3(53)	42.9(148)	-------*
Average Otis IQ Score	85.5(53)	98.3(144)	106.3(91)
Lunch Type			
School-Hot	35.8(19)	35.4(63)	35.2(44)
School-Box	7.5(4)	18.0(32)	22.4(28)
None	3.8(2)	2.3(4)	1.6(2)
Other	52.9(28)	44.4(79)	40.7(51)

*Not Computed

7. The proportion of students with male parents in the professions decreases with decreasing performance. The proportion of students with male parents in the skilled occupations increases with decreasing performance. The proportion of students with male parents in the other categories of occupations remains virtually constant, there being a small decrease with decreasing performance for self-employed and unskilled categories and a slight increase for the unemployed category.

8. There is a strong trend of increasing proportions of Spanish-American, Indian, and Girl students with decreasing performance. Half of the total population of Spanish-American students and nearly half of the total population of Indian Students have performances (on one or both of the Stanford Achievement Subtests) in the lowest quartile. Over one-third of the Girl students also place in the lower quartile.

9. There is a decreasing proportion of students with lunch in the School-Box Lunch category with decreasing achievement. There is a definite increasing trend in proportion of students in None or Other Lunch category with decreasing performance. There is a slight increase in the proportion of students in the Hot Lunch category with decreasing performance.

10. There are four children in the Hot Lunch supported program. Fifty percent of the students who have hot lunch paid for by the schools are in the lower quartile performance group. Fifty percent of the

students reporting no lunch are in the lower quartile performance group.

The interested reader can isolate students in more than one category while in the lowest quartile and compile an abridged version of Table 4. From this a tally of the characteristics of the students in that table can be made. Of course, other data, such as specific learning limitation, absentee rate, grades in various subjects, extra-curricular activities, time or distance to school, etc., can be utilized. Some of this information (learning limitation, transportation data) is stored in the Student Information System, and some (semester marks) is being collected. The other data is available only locally. Again, we appeal to the imagination of the administrator, counselor, and teacher in the use of the stored data, as well as other types of information available.

APPENDIX A

DEMONSTRATION OF PRINTOUT OF RAW INPUT DATA

The following pages are demonstration printouts of the input data. The format for each input card is exactly as shown. Explanatory headings and footnotes have been added to explain the input. Further information on these inputs and the questionnaires used to get the data are given in the Student Information System Reference Guide. This appears as a pamphlet (green or yellow cover) or as part of the Western Nevada Regional Education Center's Continuation Application 1970-71, Supplement. This Reference Guide is being revised for reissue at an early date.

As shown on the accompanying printouts, the various types of data appear on various input cards (indicated by a letter on the far right of each line).

Entry Data = Card A
Home Data = Card B
Personal Data = Card C
Stanford Achievement Test Scores = Card S
Stanford Achievement Raw Scores = Card R

Headings appear on each of the demonstration data outputs except for Card R. The Raw Scores occupy three digits for each subtest and appear in the same relative position as the corresponding test scores on Card S.

```
          DEMONSTRATION# ENTRY DATA                                                    1/70

A S                      C                                                          S
  C                      O                                                          P
  H                     RU                                                   C
  U                     ASN                                                  I      S
  O                     CET                                                  T      U
O L GR STU NO           EXY B.DATE NAME                       ADDRESS        Y ZIPDATER
* * -*-------           *--*------------------------------------------       *---------*
4201051362001           WM14090158DUNN             MARK    DPO 778           224191169    A
4201051362002           WM14080970MADDEN           BRUCE   KP O BOX 893      224191169    A
4201101382004           WM14 31754PONCIA           JACK     222 12TH ST      2241911691   A
4601101382001           BF14 51353GAMBOA           JOY      140 J            2241911691   A
4601101382002           WM14 61954HYDEN JR         VICTOR  MPO 856  .        224191169    A
4601101382003           SF14 42754MONTEZ           LOLA    MBOX 962          2241911691   A
4601101382005           WF14 32954STICH            MARGARETJBOX 893          224191169    A
4601102382051           WF14 32854AROBIO           ANGIE   PPOBOX683         224191169    A
4601102382052           WM14 30454BROUGH           THEODOREGBOX 958          224191169    A
4601102382053           WM14 41254DUNN             DALE    E475 15TH ST      224191169    A
4601102382054           SM14 41954GARCIA           JOHN    JBOX 254          2241911691   A
4601201386001           WF14122654MADDEN           DONNA   L1395 CENTRAL     224191169    A

          DEMONSTRATION# HOME DATA
B                 L
                  A                  RJM                   RJ
                  N                  EOI                   EO
O   GR STU NO     G  MALE PARENT     LBL  FEMALE PARENT    LB DATE
*   -*-------     *  -----------     ***  -------------    ** ----
14201051362002    1LMMADDEN          133MSMADDEN           131169                         B
14201051362001    1DEDUNN            113DDDUNN             151169                         B
14201101382004    1APPONCIA          113G PONCIA           131169                         B
14601101382001    2JGGAMBOA          131MAGAMBOA           151169                         B
14601101382002    1VMHYDEN           133MGHYDEN            151169                         B
14601101382003    2PJMONTEZ          133DRMONTEZ           141169                         B
14601101382005    2KFSTICH           133A STICH            151169                         B
14601102382051    2LPAROBIO          123ETAROBIO           151169                         B
14601102382052    1JGBROUGH          113HMBROUGH           151169                         B
14601102382053    1WADUNN            123HEDUNN             151169                         B
14601102382054    2ARGARCIA          133MGGARCIA           141169                         B
14601201386001    1LMMADDEN          133MSMADDEN           131169                         B

          DEMONSTRATION# PERSONAL DATA
C                 T     KNOWN L
                  R D T LEARN-U
                  A I I  ING  N
                  N S M LIMI- C
O   GR STU NO     S T E TATIO H DATE
*   -*-------     * *-*-*     *----
14201051362001    1000031 1  44 1169                                                      C
14201051362002    1000031 1  2111169                                                      C
14201101382004    4 12252     121169                                                      C
14601101382001    1   1082    121169                                                      C
14601101382002    1001101    124 1169                                                     C
14601101382003    4 15251 1  32 1169                                                      C
14601101382005    1   1151 1  34 1169                                                     C
14601102382051    1000052     4 1169                                                      C
14601102382052    2   2152    2 1169                                                      C
14601102382053    1001102     2 1169                                                      C
14601102382054    4 123021   22 1169                                                      C
14601201386001    1000031 1  2121169                                                      C
```

```
         DEMONSTRATION# STANFORD ACHIEVEMENT SCORES, FORM W, ADVANCED

S                        ADV         WORD        ARITH ARITH ARITH SOCIAL
                  WORD  PARA  SPELL STUD  LAN-  COMPU CONC- APPLI STUD- SCIENCE
                  MEAN  MEAN  ING   SKILL GUAGE TATIO CEPTS CATION IES
O   GR  STU NO    GEPRS GEPRS GEPRS GEPRS GEPRS GEPRS GEPRS GEPRS GEPRS GEPRS
*   -*-------     #     #     #     #     #     #     #     #     #     #
4201051362001           116898099887            121969100646126969108706121928116898 S
4201051362002           124989104666            096565096606111766123948124969122969 S
4201101382004           116898129999            117928112777103686085445117867116898 S
4601201386001           112827116807            106746080344082405108706122948116898 S
4601101382002           110787099606            088495092565096585111766111746106746 S
4601101382003           102696070244            076364048021078324079324089505106746 S
4601101382005           096585084445            072284066183076284098585102626112847 S
4601102382051           113847120887            108777112777114807082384102626092545 S
4601102382052           077344070244            065223060102066163063113086485083425 S
4601102382053           077344070244            065223060102066163063113086485083425 S
4601102382054           077344070244            065223060102066163063113086485083425 S
4601101382001           077344070244            065223060102066163063113086485083425 S

    # GEPRS MEANS# GE= GRADE EQUIVALENT,A 3 DIGIT NO# 081=8.1
                   PR= PERCENTILE RANK# 47= 47TH PERCENTILE ON NATIONAL NORM
                    S= STANINE# 6= 6TH STANINE


         DEMONSTRATION# STANFORD ACHIEVEMENT RAW SCORES

14201051362001       051039   131028034021074047                              569R
14201051362002       056041   109027027026077052                              569R
14201101382004       051057   128031026017070047                                 R
14601101382001       048047   118021021021075047                                 R
14601101382002       041025   096008019015055042                                 R
14601101382003       041025   096008019015055042                                 R
14601101382005       039033   092016018019059045                                 R
14601102382051       049050   120031028016059036                                 R
14601102382052       031025   086013014010053034                                 R
14601102382053       013013   085009015008045033                                 R
14601102382054       033049   097015023017047033                                 R
14601201386001       032027   089023026018038028                                 R
```

```
 ASTERISKS INDICATE INFO IS CODED-- SEE FOLLOWING COMMENTS FOR EXPLANATION
EXPLANATION OF ABBREVIATED HEADINGS# ENTRY DATA SECTION A

  CO (COLUMNS 1-2)# 14 = PERSHING COUNTY
  SCHOOL (COLUMNS 3-5)# 601 = PERSHING COUNTY H S
                        201= LOVELOCK ELEMENTARY

  GR (COLUMN  6 )#    1 = 9TH GRADE
    GR(COLUMN 7)#    5= 5TH GRADE
                     2= 10TH GRADE

  RACE (COLUMN 23)#  B = BLACK            S = SPANISH AM
                     I = AMER INDIAN      W = WHITE
                     O = ORIENTAL         Z = OTHER

  COUNTY OF RESIDENCE (COLUMN 26)# 14 = PERSHING COUNTY

  CITY OF RESIDENCE (COLUMN 68)#  21= IMLAY, 22= LOVELOCK

  SPANISH SURNAME (COLUMN 77)# 1 IN THIS COLUMN INDICATES SP SURNAME


EXPLANATION OF ABBREVIATED HEADINGS#  HOME DATA SECTION B

 *LANGUAGE (COLUMN 19)# 1 = ENGLISH+ 2 = ENGLISH & OTHER+ 3 = OTHER ONLY
  RELATIONSHIP(COLUMNS 36 & 55)# 1=FATHER,MOTHER,2=STEPFATHER,-MOTHER,3=OTHER

  JOB,OR OCCUPATION(COLUMNS 37&55)# 1=PROF,2=SELF-EMPL,3=SKILLED
                                   4=UNSKILLED,       5=UNEMPLOYED

  MIL# ACTIVE MILITARY (COL 38)# 1= YES, 3= NO

EXPLANATION OF ABBREVIATED HEADINGS#  PERSONAL DATA SECTION C

*TRANSPORTATION METHOD(COL 19)# 1=WALK,BIKE     4=SCHOOL BUS
                                2=FAMILY CAR   5=OTHER
                                3=OWN CAR

 KNOWN LEARNING OR ACTIVITY LIMITATIONS(COL 25-30)# 1=YES,BLANK = NO
                           HEARING(COL 26)# 1=YES,BLANK = NO
                           VISION (COL 27)# 1=YES,BLANK = NO
                           LOCOMOTIVE(COL 28)#1=YES,BLANK = NO
                           OTHER     (COL 29)# 1(OR BLANK IF COL 25 IS 1)=YES

                       HOW KNOWN (COL 30)# 1=PARENT REPORT
                                          2=PROFESSIONAL EXAM
                                          3=SCHOOL OBSERVATION
                                          4=STUDENT REPORT

 LUNCH TYPE(COL 31)# 1=SCHOOL HOT LUNCH
                     2=SCHOOL BOX LUNCH
                     3=NONE
                    BLANK= OTHER
 IF HOT LUNCH,PAID BY(COL 32)# 1=SCHOOL, 2=FAMILY/SELF
```

STUDENT INFORMATION SYSTEM

WESTERN NEVADA REGION

DATA COLLECTOR'S HANDBOOK OF INSTRUCTIONS

October, 1970

WESTERN NEVADA REGIONAL EDUCATION CENTER
220 Main Street
P. O. Box 421
Lovelock, Nevada 89419

Tel. (702) 273-2631

INTRODUCTION
TO
THE WN-REC STUDENT INFORMATION SYSTEM
DATA COLLECTOR'S INSTRUCTION HANDBOOK

The WN-REC Student Information System Data Collector's Instruction Handbook is divided into three sections:

Section I	Instruction on Recording and Submitting Student Data
Section II	Practice Problems
Section III	Sample Printouts from the Student Information System

The first section is devoted to instructing district data collectors how to record on the Opscan Sheets and submit the requested student data to the Center.

Section II will be of special interest to new data collectors. The enclosed exercises provide a collector with some practice opportunities prior to actually working on the district's student data.

Section III presents some examples of computer printouts available to the schools. They are used in school planning activities and decision-making situations.

The Center is indebted to the following persons for guidance in organizing, writing, and printing this second edition of the handbook:

Carson City, Vivian MacNeil and Betty Thorsen

Churchill County, Kay Douglas

Humboldt County, Betty Arano

Mineral County, Robert C. Noe and Wally Peterson

Pershing County, Sally Echeverria

Section I

INSTRUCTIONS ON RECORDING AND SUBMITTING STUDENT DATA

CAUTION

PLEASE DO NOT COMPLETE ANY FORMS WITHOUT FIRST HAVING RECEIVED INTRODUCTORY TRAINING FROM THE WN-REC STAFF OR A QUALIFIED DISTRICT PERSON!

It is not intended that these data collection instruments be used without a data collector first having participated in a short training session - district sponsored or WN-REC sponsored.

Also, a district's data collector is encouraged to call the Center (273-2631 - reverse charges if preferred) any time assistance is required. A Center staff member will visit the district if the telephone response is not sufficient.

GENERAL INSTRUCTIONS

The following "General Instructions" should be reviewed prior to reading the specific instructions or completing any forms.

1. Do not grid (mark through appropriate letters or numbers below information supplied) unless so instructed by the Center. However, some questions must be answered with a mark in one of its grids (Ethnic, Learning Limitations, etc.)

2. Contact WN-REC to discuss any local data collection problems. If it would help local data collectors, the Center will supply examples of additional data gathering forms which have been distributed to students or homes by other districts.

3. After the sheets are completed and checked for accuracy, each class or homeroom pack is to be put in alphabetical order and separated by a Teacher Designator Form (8½ x 14). See page 17 for an example. These are larger than the OpScan Forms to indicate the separations between each class or homeroom in a school - let them overlap, do not cut short or fold under.

4. Accurate and complete data are the responsibility of the district. Following a quick check by the Center, any inacurrate or incomplete sheets will result in all sheets being returned to the district for further checking and corrections.

DATA INPUT - STUDENT INFORMATION SYSTEM

Data may be inserted into the Student Information System three ways:

1. Filling out the Student Data Optical Scanning forms and having cards punched from these using Optical Scanning Equipment. This may be contracted with an agency such as Programming Products, San Rafael, California.

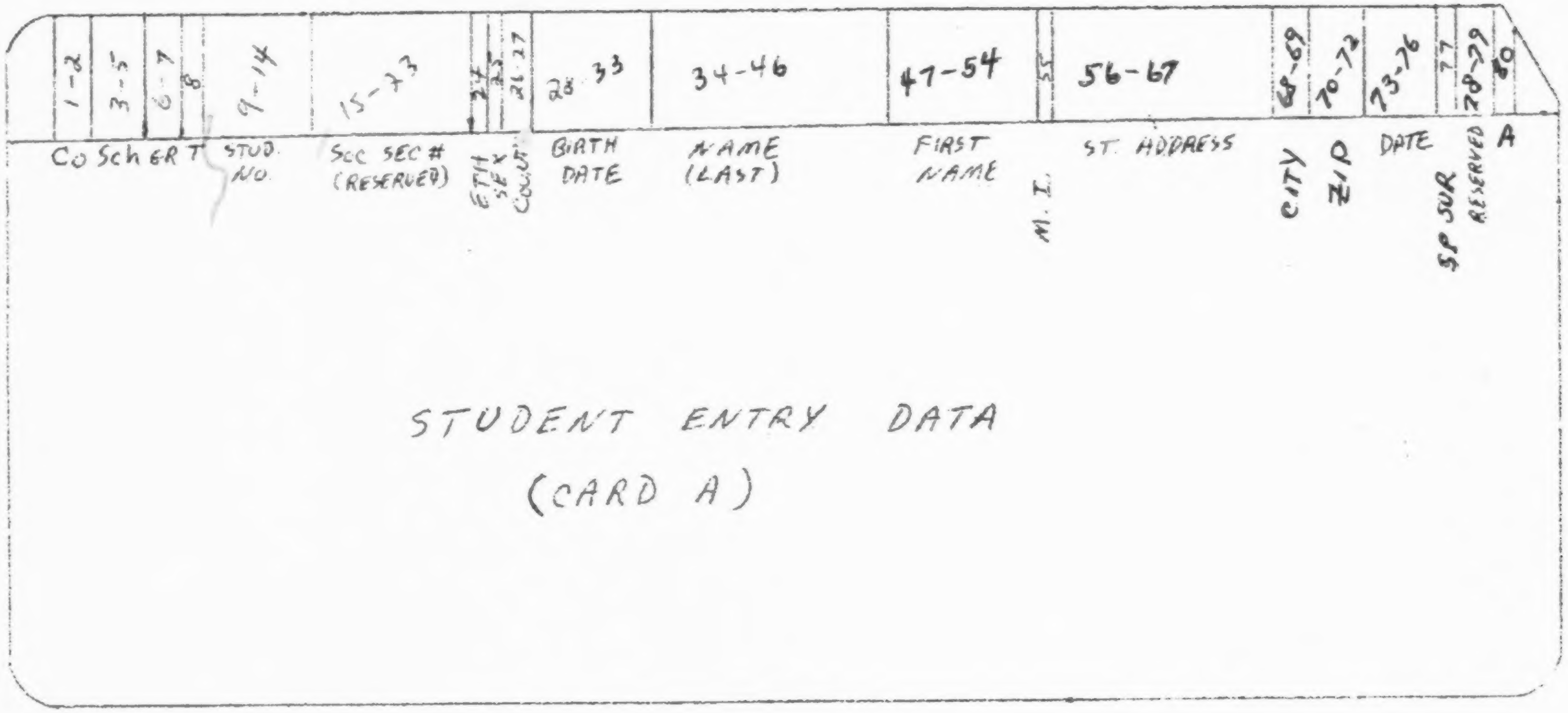
2. Filling out the Student Data Optical Scanning forms and having IBM cards key punched from these data sheets.

3. Coding the data on IBM coding paper and having IBM key-punched from the coded sheets.

In any case, the format and coding will come out the same. If the Optical Scanning Equipment is used to read these forms, two important pieces of data will not be read by the equipment because of formatting requirements within the machine itself. Because of crowding of data the response other under type of learning limitations (on the Personal Data Sheet) is not read. For the same reason, the response other under noon lunch will not be read. Both of these responses (a 1 in col. 29, or a 4 in Col. 31) will have to be punched in later.

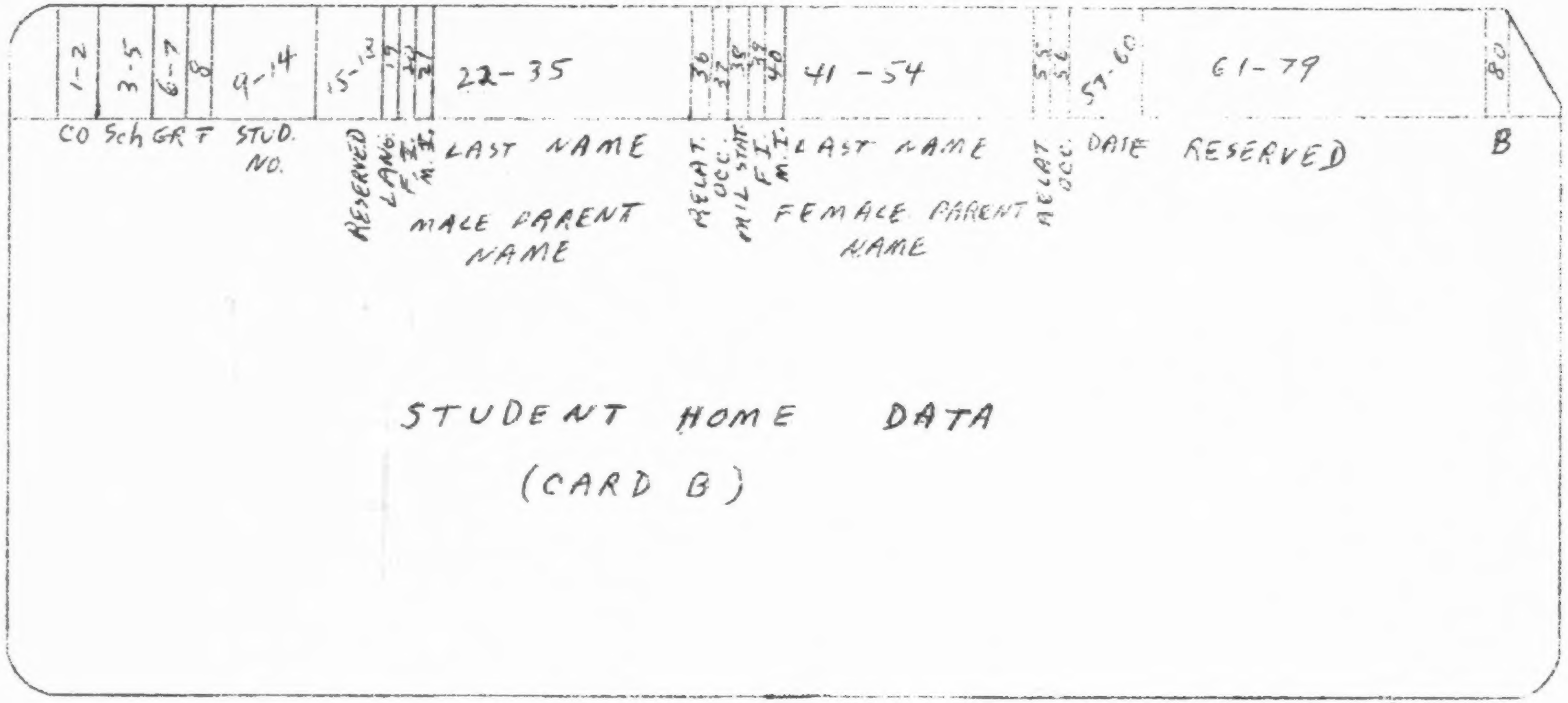
Other items of information that do not appear on the Optical Scanning forms are: Spanish Surname. This is entered as a 1 in column 77 of the Student Entry Card (Card A). In addition a Card Code (A, B, C, S, R) must be punched in column 80 of each card. The Optical Scanning Equipment can be programmed to add this card code.

The input format and appropriate coding is illustrated in the following sheets. First are listed the card layouts for the 5 input cards involved (Cards A, B, C, S, R). Next are input data forms (OpScan) used by WN-REC with IBM card columns indicated. Following this are sheets containing the codings for various responses to the questions.



1-2	3-5	6-7	8	9-14	15-23	24	25	26-27	28-33	34-46	47-54	55	56-67	68-69	70-72	73-76	77	78-79	80
Co	Sch	GR	T	STUD. NO.	Soc SEC # (RESERVED)	ETH	SEX	COUNT	BIRTH DATE	NAME (LAST)	FIRST NAME	M. I.	ST. ADDRESS	CITY	ZIP	DATE	SP SUR	RESERVED	A

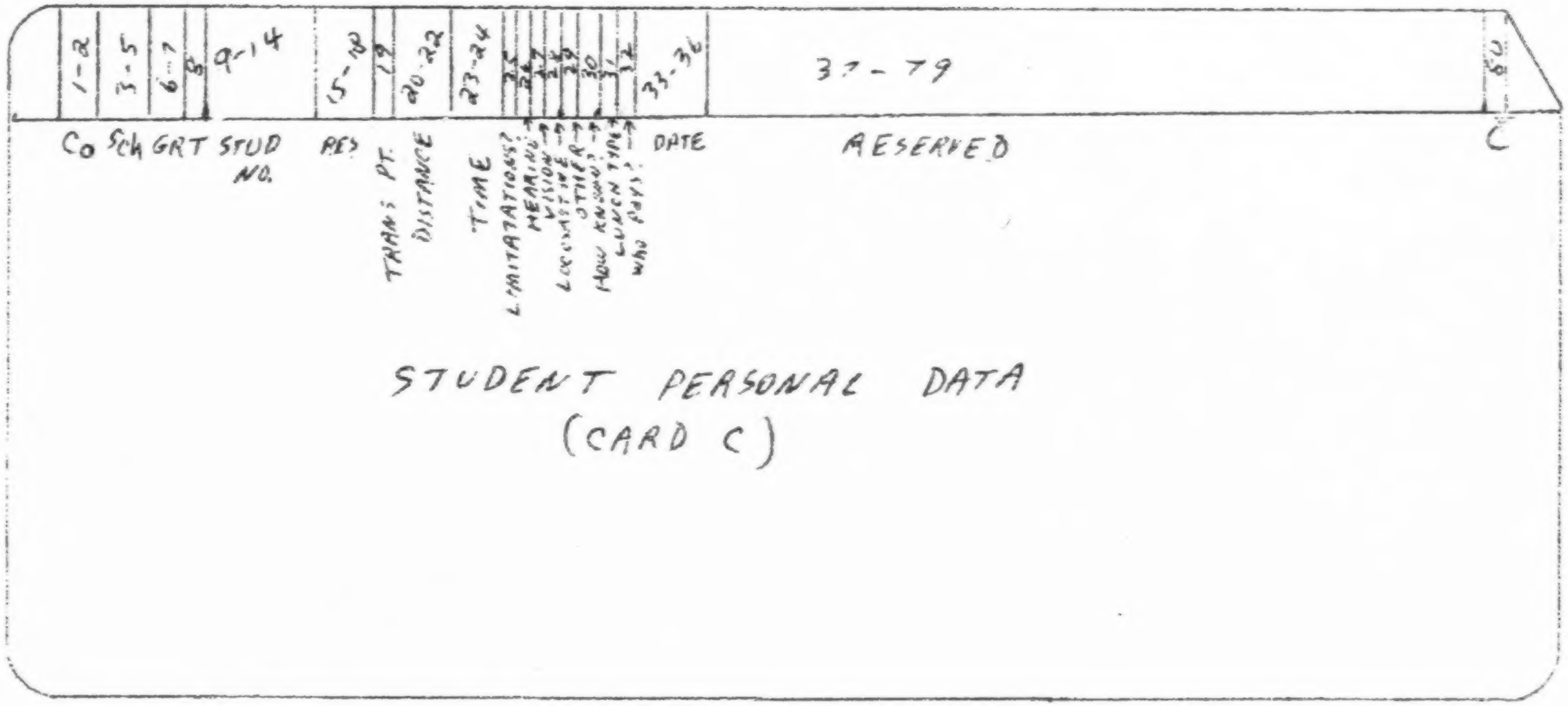
STUDENT ENTRY DATA
(CARD A)



1-2	3-5	6-7	8	9-14	15-13	19	20	21	22-35	36	37	38	39	40	41-54	55	56	57-60	61-79	80
CO	Sch	GR	T	STUD. NO.	RESERVED	LANG.	F.I.	M.I.	LAST NAME	RELAT.	OCC.	MIL STAT	F.I.	M.I.	LAST NAME	RELAT	OCC.	DATE	RESERVED	B
									MALE PARENT NAME						FEMALE PARENT NAME					

STUDENT HOME DATA

(CARD B)


1-2
3-5
6-7
8
9-14
15-18
19
20-22
23-24
25
26
27
28
29
30
31
32
33-36
37-79
80
Co
Sch
GRT
STUD NO.
RES
TRANS PT.
DISTANCE
TIME
LIMITATIONS?
HEARING
VISION
LOCOMOTIVE
OTHER
HOW KNOWN?
LUNCH TYPE
WHO PAYS?
DATE
RESERVED
C
STUDENT PERSONAL DATA
(CARD C)

STORAGE OF STANFORD ACHIEVEMENT TEST SCORES

The layout for the Stanford Achievement Test scores (GE, PR, S) on Card S and the corresponding raw scores on Card R follow the order of test scores for the Intermediate and the Advanced Battery. In order for the printouts to make sense when Primary test scores are involved, the position of the primary scores must be changed:

Science and Social Studies goes under Adv. Science (cols. 73-78 on Card S)

Spelling gets shifted to the left and goes under Adv. Spelling (cols. 31-36 on Card S)

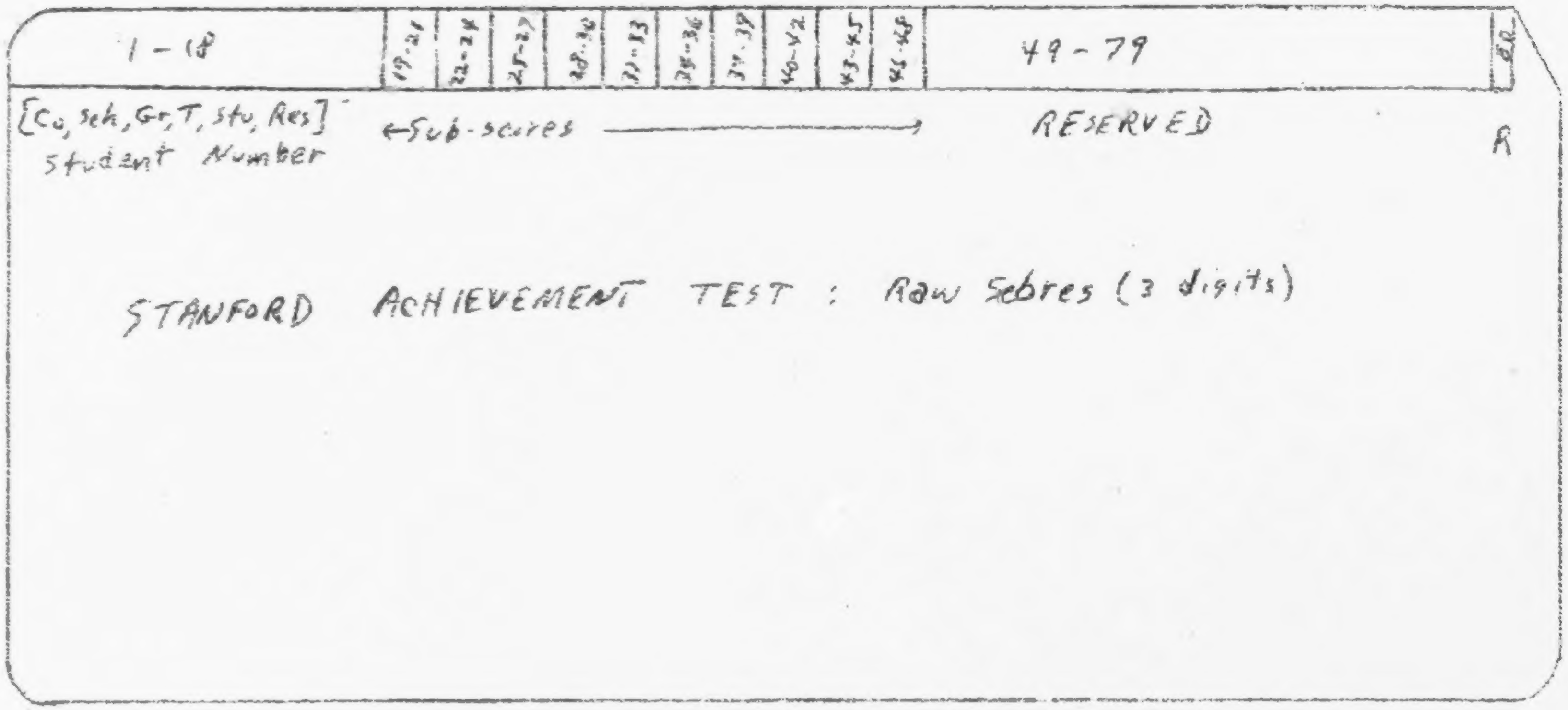
Arithmetic for Primary I is stored under Adv. Arithmetic Computation (cols. 49-54 on Card S)

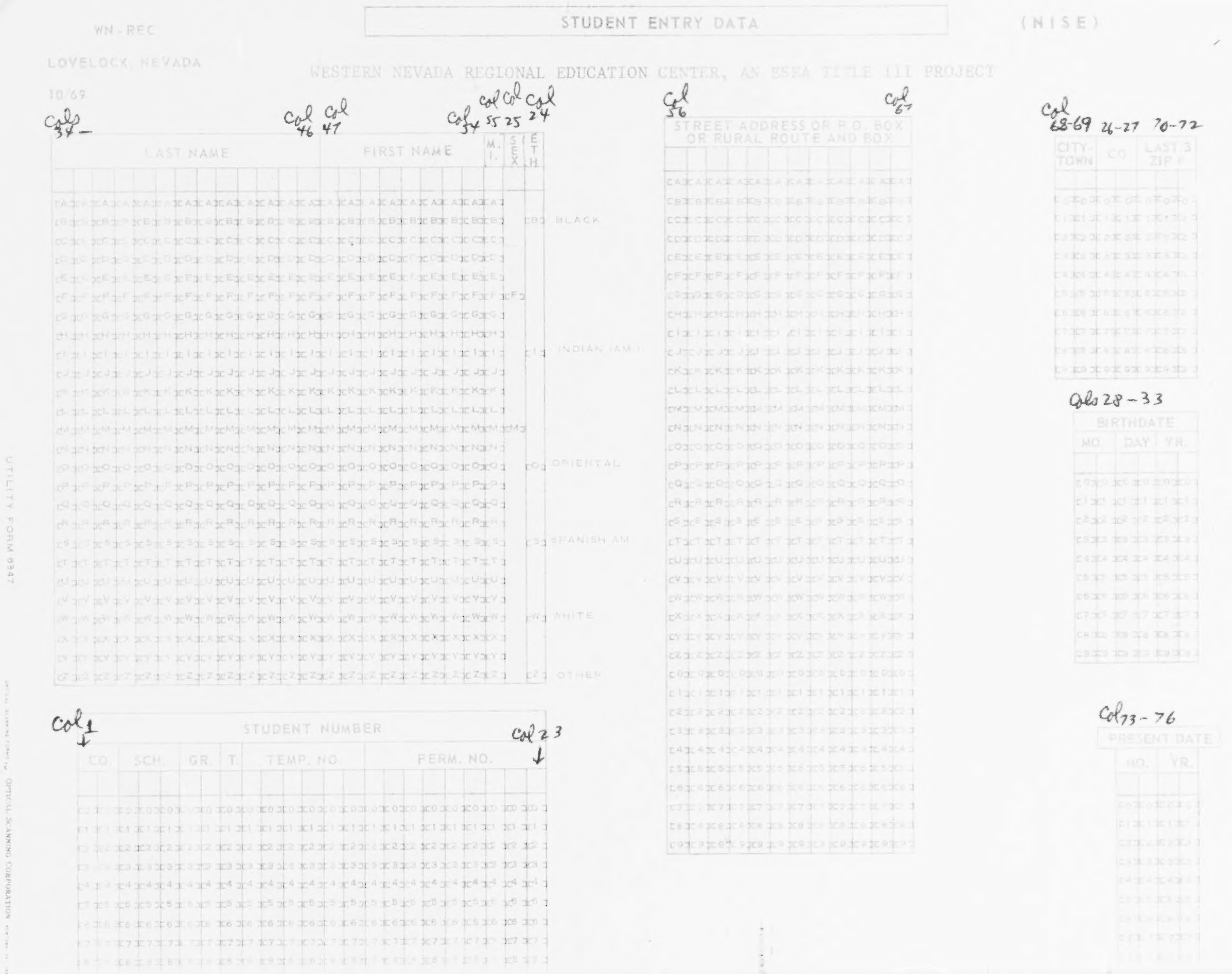
Vocabulary for Primary I is stored under Language (cols. 43-48 on Card S)

Note: For Grade 3 in Spring 1970, Science and Social Studies is stored under Adv. Social Studies (cols. 67-72) and cols. 73-78 is blank.

1-18	19-24	25-30	31-36	37-42	43-48	49-54	55-60	61-66	67-72	73-78	79	80
[Co, Sch, Gr, T, Stu, Res] Student Number	WORD MEANING	ADV PARA MEAN	SPELLING	WORD STUDY SKILLS	LANGUAGE	ARITH COMPU-	ARITH CON-	ARITH APPLI.	SOCIAL STUD.	SCIENCE	S	

STANFORD ACHIEVEMENT TEST: G.E, PR, s [6 digits]


1 - 18
19-21
22-24
25-27
28-30
31-33
34-36
37-39
40-42
43-45
46-48
49 - 79
80
[Co, sch, Gr, T, stu, Res]
Student Number
←Sub-scores →
RESERVED
R
STANFORD ACHIEVEMENT TEST : Raw Scores (3 digits)



WN-REC

LOVELOCK, NEVADA

10/69

STUDENT ENTRY DATA

(NISE)

WESTERN NEVADA REGIONAL EDUCATION CENTER, AN ESEA TITLE III PROJECT

Cols 34 —

Col 46 Col 47

Col 54 Col 55 Col 25 Col 24

LAST NAME	FIRST NAME	M. I.	SEX	ETH

[B] BLACK

[I] INDIAN (AM.)

[O] ORIENTAL

[S] SPANISH AM.

[W] WHITE

[Z] OTHER

Col 1 ↓

Col 23 ↓

STUDENT NUMBER

CO.	SCH.	GR.	T.	TEMP. NO.	PERM. NO.

Col 56

Col 67

STREET ADDRESS OR P.O. BOX OR RURAL ROUTE AND BOX

Col 68-69 26-27 70-72

CITY-TOWN	CO.	LAST 3 ZIP #

Cols 28-33

BIRTHDATE

MO.	DAY	YR.

Col 73-76

PRESENT DATE

MO.	YR.

Col 80 A

UTILITY FORM 8347

OPTICAL SCANNING CORPORATION

WN-REC LOVELOCK, NEVADA

HOME DATA

(NISE)

WESTERN NEVADA REGIONAL EDUCATION CENTER (ESEA TITLE III)

YOUR LAST NAME	YOUR FIRST NAME

COLS 202122 MALE PARENT IN HOME LAST NAME COL 35

RELATIONSHIP OF MALE PARENT IN HOME COL 36
FATHER ☐
STEPFATHER ☐
OTHER ☐

OCCUPATION OF MALE PARENT IN HOME COL 37
PROFESSIONAL ☐
SELF-EMPLOYED ☐
SKILLED LABOR ☐
UNSKILLED LABOR ☐
UNEMPLOYED ☐

COLS 394041 FEMALE PARENT IN HOME LAST NAME COL 54

COL 80
B

RELATIONSHIP OF FEMALE PARENT IN HOME COL 55
MOTHER ☐
STEPMOTHER ☐
OTHER ☐

OCCUPATION OF FEMALE PARENT IN HOME COL 56
PROFESSIONAL ☐
SELF-EMPLOYED ☐
SKILLED LABOR ☐
UNSKILLED LABOR ☐
UNEMPLOYED ☐

ACTIVE MILITARY DUTY COL 38
YES ☐
NO ☐

LANGUAGE SPOKEN AT HOME COL 19
ENGLISH ONLY ☐
ENGLISH & OTHER ☐
OTHER ONLY ☐

COL 57-60
PRESENT DATE
MO. YR.

STUDENT NUMBER
COL 1 CO. SCH. GR. T. TEMP. NO. COL 14 RESERVED

105

UTILITY FORM 6377

OPTICAL SCANNING CORPORATION

WN-REC
LOVELOCK, NEVADA

PERSONAL DATA

(NISE)

WESTERN NEVADA REGIONAL EDUCATION CENTER (ESEA TITLE III)

COL 80
C

YOUR LAST NAME

YOUR FIRST NAME

GRID A

GRID B

GRID C

GRID D

GRID E

GRID F

GRID G

GRID H

GRID

GRID I

GRID J

GRID K

MOST USED TRANSPORTATION TO SCHOOL

COL 19

WALK OR BIKE ☐
FAMILY CAR ☐
OWN CAR ☐
SCHOOL BUS ☐
OTHER ☐

KNOWN LEARNING OR ACTIVITY LIMITATIONS

YES ☐ COL 25
NO ☐

IF YES, TYPE
HEARING ☐ COL 26
VISION ☐ COL 27
LOCOMOTIVE ☐ COL 28
OTHER ☐ COL 29

HOW KNOWN: COL 30
PARENT REPORT ☐
PROFESSIONAL EXAM. ☐
SCHOOL OBSERVATION ☐
STUDENT REPORT ☐

COL 20-22

Distance From School MILES

COL 23-24

TIME TO SCHOOL MINUTES

NOON LUNCH – MOST OFTEN

COL 31

SCHOOL HOT LUNCH ☐
SCHOOL B' LUNCH ☐
NONE ☐
OTHER ☐

IF HOT LUNCH, PAID BY COL 32
SCHOOL ☐
FAMILY/SELF ☐

COL 33-36

PRESENT DATE

MO.	YR.

COL 1

STUDENT NUMBER COL 14

CO.	SCH.	GR.	T	TEMP. NO.	RESERVED

106

OPTICAL SCANNING CORPORATION

CODING FOR INPUT INFORMATION

STUDENT ENTRY DATA (Card A)

Cols.	Heading	Coding
1-2	CO.	2 digit number selected from CODES FOR COUNTIES listing
3-5	SCH.	3 digit number selected from CODES FOR SCHOOLS listing
6-8	GR. T..	3 digit number which includes grade level (01 to 08 for elementary, 1 to 4 for secondary) and teacher (or class) section number (1 to 9, or 0 for elementary, 01 to 99, or 00 for secondary). See examples in this booklet for how to do it.
9-14	TEMP. NO.	Student Number selected from proper block of numbers for the school, grade, and teacher involved (see further instructions)
15-23	PERM. NO.	Reserved for Social Security Number -- not presently used.
24	ETH.	B = Black; I = Indian; O = Oriental; S = Spanish Am.; W = White; Z = Other
25	SEX	F = Female; M = Male
26-27	COUNTY	County Code of Residence selected from CODES FOR COUNTIES. County of Residence may differ from mailing address or County for the School. If student is out of state, leave blank and add: CA - Calif., UT = Utah, OR = Oregon, AR = Arizona, in last 2 digits of Zip Code space, Col. 71-72
28-33	BIRTHDATE	6 digit number, 2 for each: Month (use leading zeros), Day, Year (last 2 digits of year)
34-46	LAST NAME	13 spaces, LEAVE NO BLANKS
47-54	FIRST NAME	8 spaces, SHORTEN IF NECESSARY
55	M.I.	Middle Initial
56-57	STREET ADDRESS	Space as necessary (See Instructions and examples)
68-69	CITY-TOWN	2 digit code from list of CODES AND ZIP CODES FOR CITIES
70-72	LAST 3 ZIP #	Last 3 numbers of zip codes, from list of CODES AND ZIP CODES FOR CITIES
73-76	PRESENT DATE	Month (use leading zero) and last 2 digits of year.
77	SPAN. SUR	If Spanish Surname and marked W in Col. 24 (ETH), then and only then add a 1, otherwise leave blank.
80	CARD CODE	A

CODING FOR INPUT INFORMATION

HOME DATA (Card B)

Cols.	Heading	Coding
1-14	STUDENT NUMBER	Repeat coding from Card A (must be identical)
19	LANGUAGE SPOKEN	1 = English Only; 2 = English and Other; 3 = Other Only
20	F.I.	Father's First Initial
21	M.I.	Father's Middle Initial
22-35	LAST NAME	Father's Last Name
36	RELATIONSHIP	1 = Father; 2 = Stepfather; 3 = Other
37	OCCUPATION	1 = Professional; 2 Self-Employed; 3 = Skilled; 4 = Unskilled; 5 = Unemployed (See instructions for definitions)
38	ACTIVE MILITARY	1 = Yes; 3 = No
39	F.I.	Mother's First Initial
40	M.I.	Mother's Middle Initial
41-54	LAST NAME	Mother's Last Name
55	RELATIONSHIP	1 = Mother; 2 = Stepmother; 3 = Other
56	OCCUPATION	1 = Professional; 2 = Self-Employed; 3 = Skilled; 4 = Unskilled; 5 = Unemployed (See instructions for definitions)
57-60	PRESENT DATE	Month (use leading zero) and last two digits of year
80	CARD CODE	B

CODING FOR INPUT INFORMATION

PERSONAL DATA (Card C)

Cols.	Heading	Coding
1-14	STUDENT NUMBER	Repeat coding from Card A (must be identical)
19	MOST USED TRANSPORTATION	1 = Walk, Bike; 2 = Family Car; 3 = Own Car; 4 = School Bus; 5 = Other
22-22	DISTANCE FROM SCHOOL	Miles to nearest half mile (use leading zeros)
23-24	TIME TO SCHOOL	Minutes (use leading zero)
25	LEARNING LIMITATIONS?	1 = Yes; 2 = No
26	HEARING	1 = Yes; Blank = No
27	VISION	1 = Yes; Blank = No
28	LOCOMOTIVE	1 = Yes; Blank = No
29	OTHER	1 = Yes; Blank = No
30	HOW KNOWN	1 = Parent Report; 2 = Professional Exam; 3 = School Obs.; 4 = Student Report
31	NOON LUNCH	1 = School Hot; 2 = School Box; 3 = None; 4 = Other
32	IF HOT LUNCH, PAID BY	1 = School; 2 = Family, Self
33-36	PRESENT DATE	Month (use leading zero) and last two digits of year
80	CARD CODE	C

WN REC

LOVELOCK, NEVADA

10/69

STUDENT ENTRY DATA

(NISE)

WESTERN NEVADA REGIONAL EDUCATION CENTER, AN ESEA TITLE III PROJECT

*** CAUTION: FIRST, READ BELOW!**

LAST NAME	FIRST NAME	M.I.	SEX	ETH.
ALBERT	JOHN	H	M	

ETH.: BLACK · INDIAN · ORIENTAL · SPANISH AM · WHITE [✓] · OTHER

STREET ADDRESS OR P.O. BOX OR RURAL ROUTE AND BOX
1456 RTE 40

CITY-TOWN	CO.	LAST 3 ZIP #
21	07	418

BIRTHDATE

MO.	DAY	YR.
06	16	56

SPECIAL EDUCATION

STUDENT NUMBER

CO.	SCH.	GR.	T.	TEMP. NO.	PERM. NO.
14	60	10	8		

PRESENT DATE

MO.	YR.
09	70

*** LEAVE SPACE BETWEEN NAMES AND NUMBERS.**
(DROP PO, STREET, AVE., DRIVE; ABBREV. OTHERS)
USE ABBREVIATIONS AS BELOW:
B 273 STR RT = (BOX 273 STAR ROUTE)
1735 HWY 50E

UTILITY FORM 8347

OPTICAL SCANNING CORPORATION

STUDENT ENTRY DATA

Please refer to sample STUDENT ENTRY DATA form to the left.

STUDENT'S NAME, SEX, ETHnic Group Print legibly student's name, MI (middle initial), Sex and mark Ethnic Group grid.

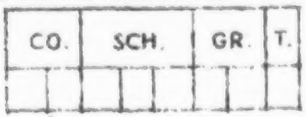
STREET ADDRESS OR P.O. BOX, etc. Print student's mailing address in the 12 spaces designated. Note instructions at bottom of address column. If address takes more than the 12 spaces allotted, elimination of vowels usually will not change the word recognition.

CITY-TOWN, LAST 3 ZIP #. This refers to the student's street or mailing address and not the location of the school. The county of residence may differ from the county in which the student gets his mail, or where the school is located. For example, a student may attend Lovelock (Co = 14), get mail in Imlay (City = 21), but live on a ranch located in Humboldt County (Co = 07) - see illustration to left. Choose the appropriate codes for cities and Zip's from the list on page 10. For county of residence choose the appropriate code from page 11.

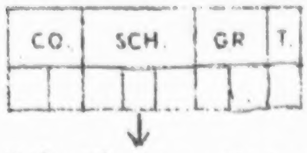
BIRTHDATE List January as 01, February as 02, November as 11, etc.; list days the same way - 01, 02, 28, etc. (all spaces must be used -- two spaces are allotted for month, day, and year). Note: 10 means "ten", not "one".

PRESENT DATE To be completed the same way as months in Birthdate above: January = 01, February = 02, etc.; 70 = 1970, 71 = 1971, etc.

STUDENT NUMBER



County No. Use appropriate entry from "Code for Counties", page 11. This refers to the county in which the school is located.



School No. Use appropriate entry from "Codes for Schools", pages 12, 13, 14.

NOTE: GRADE and TEACHER NO. are discussed on the next page.

STUDENT ENTRY DATA (cont.)

STUDENT NUMBER (cont.)

Grade and Teacher No. For reasons of convenience to the data collector and processibility to the Center, the terms "Pre High School" and "High School" have been adopted regardless of the organization of the local schools. However, this will in no way prevent appropriate printouts by grades and schools.

PRE HIGH SCHOOL STUDENTS AND TEACHERS

Up to and including grades eight the school simply assigns a number to each grade level: 01, 02, etc, and to each teacher (self-contained) or homeroom teacher (departmentalized) at each grade grade level - 1, 2, 3, etc. These are recorded on each student's sheet as follows:

Grade Code	Teacher No.
00 = Kindergarten	
01 = 1st Grade →	7 →
02 = 2nd Grade	
03 = 3rd Grade	
04 = 4th Grade	
05 = 5th Grade	
06 = 6th Grade	
07 = 7th Grade	
08 = 8th Grade →	1 →

Example

CO.	SCH.	GR.	T.
		01	7

CO.	SCH.	GR.	T.
		08	1

These codes must be used for students at these grade levels regardless of the name or classification of the school involved. For example, an 8th grade student may be in a high school, but 08 is the grade level designation. (See example on opposite previous page.

HIGH SCHOOL STUDENTS AND TEACHERS

The high school grade levels are designated with a single digit in the left-most position under GR, as shown below. At this point the system is designed to identify what is most commonly called the "homeroom" teacher - a teacher usually assigned a specific group of students for pupil-contact purposes. They usually meet daily or weekly. This is the person for which this system is partially designed in terms of homeroom class printouts (lists). Grade levels are designated by a single digit, teachers are designated by two digits. Therefore, after arbitrarily giving each such teacher a number within the four grades below (hence 4 lists for the high school grades), record their number as suggested by the following examples:

Grade Code	Teacher No.
1 = 9th Grade →	04 →
2 = 10th Grade	
3 = 11th Grade	
4 = 12th Grade →	17 →

Example

CO.	SCH.	GR.	T.
		10	4

CO.	SCH.	GR.	T.
		41	7

In the case of Special Education classes, fill in their grade designation. Then print the class title directly above the "Student Number" block!

The Student Number (columns 8-14) is a permanent number assigned to each student. If a number has not been already assigned, then a number must be chosen from among a block of numbers assigned to each school in each county (see Assignment of Numbers Section following the Code Section) which follow.

WN-REC LOVELOCK, NEVADA

HOME DATA

(NISE)

WESTERN NEVADA REGIONAL EDUCATION CENTER (ESEA TITLE III)

YOUR LAST NAME	YOUR FIRST NAME
ALBERT	JOHN H.

MALE PARENT IN HOME
F. M. I. LAST NAME
JCALBERT

RELATIONSHIP OF MALE PARENT IN HOME
- FATHER ☐
- STEPFATHER ■
- OTHER ☐

OCCUPATION OF MALE PARENT IN HOME
- PROFESSIONAL ☐
- SELF-EMPLOYED ☐
- SKILLED LABOR ■
- UNSKILLED LABOR ☐
- UNEMPLOYED ☐

FEMALE PARENT IN HOME
F. M. I. LAST NAME
M ALBERT

RELATIONSHIP OF FEMALE PARENT IN HOME
- MOTHER ■
- STEPMOTHER ☐
- OTHER ☐

OCCUPATION OF FEMALE PARENT IN HOME
- PROFESSIONAL ☐
- SELF-EMPLOYED ☐
- SKILLED LABOR ☐
- UNSKILLED LABOR ☐
- UNEMPLOYED ■

ACTIVE MILITARY DUTY
- YES ■
- NO ☐

LANGUAGE SPOKEN AT HOME
- ENGLISH ONLY ■
- ENGLISH & OTHER ☐
- OTHER ONLY ☐

PRESENT DATE
MO. YR.
0970

STUDENT NUMBER
CO SCH GR T TEMP NO RESERVED
14601081

HOME DATA

Please refer to sample HOME DATA form to the left.

After Student ENTRY Data forms are completed and the school/district wishes to store HOME and PERSONAL Data in the Student Information System, the procedure for these forms is as follows:

For Each Student ENTRY Data form already completed, a HOME and/or PERSONAL Data form should be immediately started by filling in the Student's name on the above forms and keeping the forms together as a set of 2 or 3, for each student. In the case of like names (two John Smith's in the same class) it is recommended that the middle initial be used on the HOME and PERSONAL Data forms, although there is no space allotted for MI.

After the 2 or 3 forms for each student are together, the data for HOME and PERSONAL forms should be gathered and recorded as follows: (both the HOME and PERSONAL Data forms call for some data being completed by marking the grids, i.e. Language Spoken at Home, etc. The grids should be completed by using a soft #2 pencil with a fairly blunt point and grids should be marked within the space alloted). An example of a completed form appears on the opposite page.

MALE and FEMALE PARENT IN HOME Print First Initial, Middle Initial and Last Name.

RELATIONSHIP OF MALE/FEMALE PARENT IN HOME Mark proper grid in Male and Female section.

OCCUPATION OF MALE/FEMALE PARENT IN HOME Mark proper grid in Male and Female section. (See page 16 for guides to Occupations).

ACTIVE MILITARY DUTY If male parent is temporarily not in the home but on military duty, please indicate with grid - Yes. In such cases fill in (as above) the name of the parent and whether natural, step or other, and what category of occupation he has in the military.

LANGUAGE SPOKEN AT HOME Mark proper grid.

PRESENT DATE If all three forms are put into the Student Information System at the same time, this would be the same date that appears on the Student ENTRY Form. If not, use date of completing this form.

STUDENT NUMBER The student number (County, School, Grade and Teacher) should be copied on both HOME and PERSONAL forms from those already recorded on the Student ENTRY Form (if all three are put into the Student Information System at the same time). If HOME and PERSONAL Data are put into the system after Student ENTRY Data and a computer printout is available, the Student Number (including Temporary Number) should be copied from the computer printouts for each student on both the HOME and PERSONAL Data Forms.

WN-REC
LOVELOCK, NEVADA

PERSONAL DATA

(NISE)

WESTERN NEVADA REGIONAL EDUCATION CENTER (ESEA TITLE III)

ALBERT JOHN H.

MOST USED TRANSPORTATION TO SCHOOL
○ WALK OR BIKE
○ FAMILY CAR
○ OWN CAR
● SCHOOL BUS
○ OTHER

KNOWN LEARNING OR ACTIVITY LIMITATIONS
● YES
○ NO
IF YES, TYPE:
○ HEARING
○ VISION
● LOCOMOTIVE
○ OTHER
HOW KNOWN:
○ PARENT REPORT
○ PROFESSIONAL EXAM
● SCHOOL OBSERVATION
○ STUDENT REPORT

DISTANCE FROM SCHOOL MILES	TIME TO SCHOOL MINUTES
045	50

NOON LUNCH – MOST OFTEN
● SCHOOL HOT LUNCH
○ SCHOOL BOX LUNCH
○ HOME
○ OTHER
IF HOT LUNCH, PAID BY:
○ SCHOOL
● FAMILY SELF

PRESENT DATE MO. YR.
0970

STUDENT NUMBER

CO.	SCH.	GR.	T.	TEMP. NO.	RESERVED
14601081					

PERSONAL DATA

Please refer to the sample PERSONAL DATA form to the left.

If HOME Data has not been completed, please read first three paragraphs on Page 7 "HOME DATA".

MOST USED TRANSPORTATION TO SCHOOL Mark proper grid.

Distance from School - MILES Use all three spaces: 002 incicates 2 miles, 012 indicates 12 miles, 212 indicates 212 miles, etc.

TIME TO SCHOOL - MINUTES Use both spaces: 05 indicates 5 minutes, 15 indicates 15 minutes, etc.

KNOWN LEARNING OR ACTIVITY LIMITATIONS Mark either "Yes" grid, or "No" grid. If "Yes" is marked, then mark a grid for one or more of the following: Hearing, Vision, Locomotive or Other, and under "How Known" mark one of the following categories: Parent Report, Professional Exam., School Observation, or Student Report.

NOON LUNCH - MOST OFTEN Mark one grid (School Hot Lunch, School Box Lunch, None or Other). If grid for School Hot Lunch is marked, then mark either the grid "Paid by School" or "Paid by Family/Self".

Procedure for PRESENT DATE and STUDENT NUMBER is the same for HOME DATA Page 7.

CODES AND ZIP CODES

FOR CITIES IN STUDENT ADDRESS

CODE		ZIP
01	BABBITT	416
02	BASALT	422
03	CARSON CITY	701
04	CORDERONINE	421
05	DAYTON	403
06	DENIO	404
07	DIXIE VALLEY	406
08	EAST GATE	406
09	FALLON	406
10	FERNLEY	408
11	FRENCHMAN	406
12	GARDNERVILLE	410
13	GENOA	411
14	GETCHELL MINE	414
15	GLENBROOK	413
16	GOLCONDA	414
17	GOLD HILL	428
18	HAWTHORNE	415
19	HAZEN	417
20	HUMBOLDT	418
21	IMLAY	418
22	LOVELOCK	419
23	LUNING	420
24	MASON	430
25	McDERMITT	421
26	MILL CITY	418
27	MINA	422
28	MINDEN	423
29	NEW EMPIRE	701
30	OREANA	419
31	OROVADA	425
32	PARADISE VALLEY	426
33	ROCHESTER	419
34	RYE PATCH	419
35	SALT WELLS	406
36	SCHEELITE	406
37	SCHURZ	427
38	SEVEN TROUGHS	419
39	SILVER CITY	428
40	SILVER SPRINGS	429
41	SMITH	430
42	STATELINE	449
43	STEWART	437
44	STILLWATER	406
45	SWEETWATER	
46	UNIONVILLE	418
47	VALMY	438
48	VIRGINIA CITY	440
49	WABUSKA	447
50	WEED HEIGHTS	443
51	WELLINGTON	444
52	WINNEMUCCA	445
53	YERINGTON	447
54	ZEPHYR COVE	448
55	NIXON	424
56	WADSWORTH	442
57	RENO	501-510
58	SPARKS	431
60	WOODWORDS	CA
61	MARKLEEVILLE	CA

CODES FOR COUNTIES

01	CHURCHILL
02	CLARK
03	DOUGLAS
04	ELKO
05	ESMERALDA
06	EUREKA
07	HUMBOLDT
08	LANDER
09	LINCOLN
10	LYON
11	MINERAL
12	NYE
13	ORMSBY
14	PERSHING
15	STOREY
16	WASHOE
17	WHITE PINE
00	OR LEAVE BLANK IF AN OUT-OF-STATE COUNTY; WRITE IN THE STATE ABOVE THIS CO. DESIGNATION AREA

CODES FOR
CHURCHILL COUNTY SCHOOLS

ELEMENTARY SCHOOLS

201	Cottage
202	Northside
203	Oats Park
204	West End

JUNIOR HIGH SCHOOLS (grades 7-9)

301	E. C. Best Junior High

SENIOR HIGH SCHOOLS (grades 10-12)

401	Churchill County High School

CODES FOR
DOUGLAS COUNTY SCHOOLS

ELEMENTARY SCHOOLS

201	Gardnerville-Minden Elementary
202	Zephyr Cove

SENIOR HIGH SCHOOLS (Grades 7-12)

601	Douglas County High
602	George Whittell High

CODES FOR
HUMBOLDT COUNTY SCHOOLS

101	Denio
103	King's River
104	Orovada
105	Paradise
201	Sonoma Heights
202	Winnemucca Elementary
203	McDermitt Elementary

JUNIOR HIGH SCHOOLS

301	Winnemucca Junior High

SENIOR HIGH SCHOOLS (Grades 9-12)

501	Albert M. Lowry

SECONDARY SCHOOLS (Grades 9-12)

601	McDermitt High

CODES FOR
LYON COUNTY SCHOOLS

201	Dayton
202	Yerington Elementary
203	Fernley Elementary
204	Smith Valley

SECONDARY SCHOOLS (Grades 7-12)

601	Fernley High
602	Smith Valley High
603	Yerington High

CODES FOR
MINERAL COUNTY SCHOOLS

ELEMENTARY SCHOOLS

101	Mina
201	Hawthorne Elementary
202	Schurz
203	Hawthorne Primary
204	Babbitt Primary

SECONDARY SCHOOLS (Grades 7-12)

601	Mineral County High

CODES FOR
CARSON CITY (ORMSBY) SCHOOLS

ELEMENTARY SCHOOLS

201	Mildred Bray
202	Corbett Elementary
203	Edith W. Fritsch
204	John C. Fremont
205	Martha F. Gleason
210	St. Theresa School

JUNIOR HIGH SCHOOLS

301	Carson Junior High

SENIOR HIGH SCHOOLS (Grades 10-12)

401	Carson City High School
403	Stewart Indian School

CODES FOR
PERSHING COUNTY SCHOOLS

ELEMENTARY SCHOOLS

101 Imlay Elementary

201 Lovelock Elementary

SECONDARY SCHOOLS (Grades 7-12)

601 Pershing County High

CODES FOR
STOREY COUNTY SCHOOLS

ELEMENTARY SCHOOLS

101 Virginia City Elementary

SENIOR HIGH SCHOOLS (Grades 9-12)

501 Storey County High

CODES FOR GRADES

PRE-HIGH SCHOOL LEVEL (Regardless of Name of School)

00	Kindergarten
01	1st Grade
02	2nd Grade
03	3rd Grade
04	4th Grade
05	5th Grade
06	6th Grade
07	7th Grade
08	8th Grade

HIGH SCHOOL LEVEL (Regardless of Name of School)

1	9th Grade	(Goes in left-most space in GR area)
2	10th Grade	(Goes in left-most space in GR area)
3	11th Grade	(Goes in left-most space in GR area)
4	12th Grade	(Goes in left-most space in GR area)

OCCUPATION OF PARENT

Professional means: Doctor, Lawyer, Geologist, County Agent, Manager of Large Business, Entertainer, Nurse, Teacher, Military Officer, etc.

Self-Employed means: Farmer, Contractor, Manager of Own Business, Department or Branch Manager, Manager of local chain store, Insurance Agent, Supervisor of skilled laborers, etc.

Skilled Labor means a highly skilled person working for somebody else: Plumber, Carpenter, Welder, Mechanic, Draftsman, Fireman, Policeman, Military man, Truck driver, Equipment Operator, Beauty Operator, Stenographer, Bookkeeper, Nurses Aid, etc.

Unskilled Labor means: Store Clerk, Waitress, Common Laborer, Farm Laborer, Child Care Attendant, Custodial Worker, Service Station Assistant, Technician's Helper, etc.

Unemployed: Presently not employed and not drawing a regular pension, annuity, severence pay, commission, etc.

If retired: Give classification of the employed category the person retired from.

If mother is widowed (or divorced) and not working but draws annuity, insurance or social security (or alimony or child support) give classification of husband's employment category.

WN-REC
9/70

TEACHER DESIGNATOR FORM

DATE ____________________

SCHOOL DISTRICT NAME (Print) ____

SCHOOL NAME (Print) ____

TEACHER'S NAME ____________________________________

GRADE LEVEL OF TEACHER'S CLASS ________________

TEACHER DESIGNATOR NUMBER ___________

NAME OF DATA COLLECTOR ______________________________

DISTRICT EMPLOYEE: Full-time ___ Part-time ___

For this project only _____

Please place this sheet on top of the pack of completed forms for each classroom group. Do not cut or shorten this sheet - let it lap over the pack. Place the pack(s) in a box or large envelope without clips, rubber bands, string, or staples.

THANK YOU

ASSIGNMENT OF STUDENT NUMBERS

Student Numbers Already Assigned to Students

These may be incomplete, so if another number is to be chosen to give to a student within a given section of a grade in a school, 5 numbers should be skipped to allow for unrecorded numbers. A check of the compilation of STUDENT DATA FILE CONTENTS for the particular school involved will confirm the addition of any new numbers, in which case the next successive number for that section may be assigned.

If a new section within a grade within a school is being assigned (or after updating and promoting students to a later grade) then 50 numbers should be skipped beyond the beginning of the last section number group assigned. The new set of numbers should end with either 01 or 51 for the new section block.

For Example: if a new set of 3rd grade students is being assigned numbers at Northside Elementary in Churchill County (after promoting the currently listed 3rd grade students) the numbers assigned to the new section 1 should start with: 010301; section 2 should start with 010351, etc. The students are then assigned succeeding numbers in alphabetic order.

Notice: Special Education gets a number in the 600 area in the GRT block, followed by an appropriate student number. For example: in Sonoma Heights Special Education group was assigned 621 followed by a number that started with 245601. See page 17-12.

Since this Student Information System contains data from two successive years some Kindergarteners ordinarily 00 in the grade column, have been assigned numbers preceding their year of enrollment. In this case, the number 99 was used in the grade column. When these students are updated by promotion they will get their proper number 00 if promoted one year, 01 if promoted two years.

BLOCKS OF NUMBERS ASSIGNED TO EACH SCHOOL

01 CHURCHILL	000,001 - 099,999
201 Cottage Elementary (K-3)	000,001 - 009,999
202 Northside Elementary (1-3)	010,001 - 019,999
203 Oats Park Elementary (1-3)	020,001 - 029,999
204 West End Elementary (4-6)	030,001 - 039,999
209 NAAS Kindergarten	070,001 - 070-999
301 E.C. Best Jr. High (7-9)	040,001 - 049,999
401 Churchill County High (10-12)	050,001 - 059,999
03 DOUGLAS	100,001 - 199,999
201 Gardnerville-Minden Elementary (1-6)	100,001 - 109,999
202 Zephyr Cove (K-6)	110,001 - 119,999
601 Douglas County High (7-12)	130,001 - 139,999
602 George Whittell High (7-12)	120,001 - 129,999
07 HUMBOLDT	200,001 - 299,999
101 Denio Elementary (1-8)	200,001 - 209,999
103 Kings River Elementary (1-8)	210,001 - 219,999
104 Orovada Elementary (1-8)	220,001 - 229,999
105 Paradise Elementary (1-8)	230,001 - 239,999
201 Sonoma Heights Elementary (1-6)	240,001 - 249,999
202 Winnemucca Elementary (1-5)	250,001 - 259,999
203 McDermitt Elementary (1-8)	280,001 - 289,999
301 Winnemucca Jr. High (6-8)	260,001 - 269,999
501 Albert M. Lowry High (9-12)	270,001 - 279,999
601 McDermitt High (9-12)	290,001 - 299,999

10 LYON	300,001 - 399,999
201 Dayton Elementary (1-8)	300,001 - 309,999
202 Yerington Elementary (1-6)	310,001 - 319,999
203 Fernley Elementary (1-6)	320,001 - 329,999
204 Smith Valley Elementary (1-6)	330,001 - 339,999
601 Fernley High (7-12)	340,001 - 349,999
602 Smith Valley High (7-12)	350,001 - 359,999
603 Yerington High (7-12)	360,001 - 369,999
11 MINERAL	400,001 - 499,999
101 Mina Elementary (1-6)	450,001 - 459,999
201 Hawthorne Elementary (4-8)	440,001 - 449,999
202 Schurz Elementary (1-8)	420,001 - 429,999
203 Hawthorne Primary (K-3)	410,001 - 419,999
204 Babbitt Primary (K-3)	400,001 - 409,999
601 Mineral County High (9-12)	430,001 - 439,999
13 ORMSBY (Carson City)	500,001 - 599,999
201 Mildred Bray Elementary (3-6)	500,001 - 509,999
202 Corbett Elementary (K-5)	510,001 - 519,999
203 Edith Fritsch Elementary (K-6)	520,001 - 529,999
204 John Fremont Elementary (K-6)	530,001 - 539,999
205 Martha Gleason Elementary (K-2)	540,001 - 549,999
210 St. Theresa Elementary (1-8)	580,001 - 589,999
301 Carson Jr. High (7-9)	550,001 - 559,999
401 Carson City High (10-12)	560,001 - 569,999
403 Stewart Indian School (8-12)	570,001 - 579,999

14 PERSHING	600,001 - 699,999
101 Imlay Elementary (1-6)	610,001 - 619,999
201 Lovelock Elementary (1-6)	600,001 - 609,999
601 Pershing County High (7-12)	620,001 - 629,999
15 STOREY	700,001 - 799,999
101 Virginia City Elementary (1-8)	700,001 - 709,999
501 Storey County High (9-12)	710,001 - 719,999

01 CHURCHILL 000,001 - 099,999

201	**Cottage Elementary (K-3)**	**000,001 - 009,999**
Sec 1	Kindergarten	000,001 - 023
Sec 2		000,051 - 075
Sec 3		000,101 - 124
Sec 4		000,151 - 174
Sec 5		000,201 - 224
Sec 6		000,251 - 273
Sec 1	1st Gr	001,001 - 024
Sec 2		001,051 - 074
Sec 1	2nd Gr	002,001 - 003
202	**Northside Elementary (1-3)**	**010,001 - 019,999**
Sec 1	1st Gr	011,001 - 029
Sec 2		011,051 - 080
Sec 3		011,101 - 131
Sec 4		011,151 - 180
Sec 1	2nd Gr	012,001 - 029
Sec 2		012,051 - 080
Sec 1	3rd Gr	010,001 - 024
Sec 2		010,051 - 076
Sec 3		010,101 - 129
Sec 4		010,151 - 170
Sec 5		010,201 - 225
Sec 6		010,251 - 275
Special Education		010,601 - 616
203	**Oats Park Elementary (1-3)**	**020,001 - 029,999**
Sec 1	1st Gr	021,001 - 029
Sec 2		021,051 - 079
Sec 3		021,101 - 131
Sec 1	2nd Gr	022,001 - 023
Sec 2		022,051 - 077
Sec 3		022,101 - 127
Sec 4		022,151 - 176
Sec 5		022,201 - 220
Sec 7	3rd Gr	023,001 - 029
Sec 8		023,051 - 079
Sec 9		023,101 - 111
Special Education		023,601 - 010; 023,626 - 632

01 CHURCHILL, cont. 000,001 - 099,999

204 West End Elementary (4-6) 030,001 - 039,999

Sec 1	4th Gr	030,001 - 026
Sec 2		030,051 - 079
Sec 3		030,101 - 129
Sec 4		030,151 - 176
Sec 5		030,201 - 224
Sec 6		030,251 - 280
Sec 7		030,301 - 318
Sec 1	5th Gr	031,001 - 030
Sec 2		031,051 - 079
Sec 3		031,101 - 130
Sec 4		031,151 - 170
Sec 5		031,201 - 228
Sec 6		031,251 - 283
Sec 7		031,301 - 328
Sec 8		031,351 - 376
Sec 1	6th Gr	032,001 - 030
Sec 2		032,051 - 082
Sec 3		032,101 - 129
Sec 4		032,151 - 179
Sec 5		032,201 - 234
Sec 6		032,251 - 280
Sec 7		032,301 - 330

209 NAAS (Kindergarten) 070,001 - 070,999

Sec 1	Kindergarten	070,001 - 014
Sec 2		070,051 - 064

301 E. C. Best Junior High (7-9) 040,001 - 049,999

Sec 1	7th Gr	042,001 - 028
Sec 2		042,051 (one student only)
Sec 3		042,101 (one student only)
Sec 4		042,151 (one student only)
Sec 5		042,201 - 228
Sec 6		042,251 - 277
Sec 7		042,301 - 331
Sec 8		042,351 - 382
Sec 1	8th Gr	041,001 - 024
Sec 2		041,051 - 074
Sec 3		041,101 - 127
Sec 4		041,151 - 171
Sec 5		041,201 - 250
Sec 6		041,276 - 299
Sec 7		041,301 - 327
Sec 8		041,351 - 372

01 CHURCHILL, cont. 000,001 - 099,999

301 E. C. Best Junior High, cont. (7-9) 040,001 - 049,999

Sec 1	9th Gr	040,001 - 032
Sec 2		040,051 - 081
Sec 3		040,101 - 132
Sec 4		040,151 - 178
Sec 5		040,201 - 219
Sec 6		040,251 - 280
Sec 7		040,301 - 327
Special Education		040,601 - 615

401 Churchill County High (10-12) 050,001 - 059,999

Sec 1	10th Gr	050,001 - 017
Sec 3		050,026 - 039
Sec 7		050,046 - 049
Sec 8		050,056 - 060
Sec 11		050,066 - 081
Sec 12		050,086 - 087
Sec 13		050,096 (one student only)
Sec 15		050,101 (one student only)
Sec 16		050,106 - 109
Sec 18		050,116 - 135
Sec 19		050,141 - 149
Sec 25		050,156 - 174
Sec 29		050,181 (one student only)
Sec 30		050,186 - 198
Sec 31		050,206 - 219
Sec 32		050,226 - 235
Sec 33		050,241 - 259
Sec 34		050,266 - 281
Sec 37		050,286 - 296
Sec 38		050,301 (one student only)

01 CHURCHILL, cont. 000,001 - 099,999

401 Churchill County High, cont. (10-12) 050,001 - 059,999

Sec 1	11th Gr	051,001 - 003	
Sec 2		051,011	(one student only)
Sec 3		051,016	(one student only)
Sec 5		051,021 - 039	
Sec 7		051,046 - 047	
Sec 8		051,056 - 058	
Sec 10		051,066	(one student only)
Sec 11		051,071 - 072	
Sec 15		051,081 - 084	
Sec 16		051,091 - 101	
Sec 17		051,106 - 115	
Sec 18		051,126 - 131	
Sec 19		051,136 - 141	
Sec 20		051,156 - 173	
Sec 25		051,181	(one student only)
Sec 27		051,186 - 204	
Sec 28		051,211 - 22[illegible]	
Sec 30		051,226 - 233	
Sec 31		051,241 - 245	
Sec 34		051,251 - 254	
Sec 35		051,261 - 277	
Sec 37		051,286 - 304	
Sec 38		051,311 - 321	
Sec 1	12th Gr	052,001	(one student only)
Sec 2		052,006 - 024	
Sec 3		052,031 - 032	
Sec 6		052,041 - 071	
Sec 7		052,076 - 079	
Sec 8		052,086 - 091	
Sec 11		052,096 - 102	
Sec 12		052,111 - 138	
Sec 13		052,146	(one student only)
Sec 15		052,151 - 152	
Sec 16		052,162 - 163	
Sec 17		052,171 - 172	
Sec 18		052,181 - 185	
Sec 19		052,191 - 194	
Sec 20		052,201 - 202	
Sec 22		052,211 - 220	
Sec 23		052,227	(one student only)
Sec 24		052,236 - 237	
Sec 28		052,246 - 249	
Sec 29		052,256	(one student only)
Sec 30		052,261 - 266	
Sec 31		052,271	(one student only)
Sec 33		052,276	(one student only)
Sec 34		052,281 - 286	
Sec 35		052,291	(one student only)
Sec 38		052,296 - 298	

03 DOUGLAS 100,001 - 199,999

201	Gardnerville-Minden Elementary (1-6)			100,001 - 109,999
	Sec 1	3rd Gr	103,001 - 028	
	Sec 2		103,051 - 078	
	Sec 3		103,101 - 128	
202	Zephyr Cove Elementary (K-6)			110,001 - 119,999
	Sec 1	3rd Gr	113,001 - 028	
	Sec 2		113,051 - 076	
601	Douglas County High (7-12)			130,001 - 139,999
	Sec 1	8th Gr	132,001 - 025	
	Sec 2		132,051 - 081	
	Sec 3		132,101 - 126	
	Sec 1	9th Gr	133,001 - 035	
	Sec 2		133,051 - 093	
	Sec 3	10th Gr	134,001 - 043	
	Sec 4		134,051 - 085	
	Sec 5	11th Gr	135,001 - 028	
	Sec 6		135,051 - 093	
	Sec 7	12th Gr	136,001 - 041	
	Sec 8		136,051 - 078	
602	George Whittell High (7-12)			120,001 - 129,999
	Sec 1	8th Gr	131,001 - 052	
	Sec 1	9th Gr	122,001 - 051	
	Sec 1	10th Gr	123,001 - 037	
	Sec 1	11th Gr	124,001 - 046	

07 HUMBOLDT 200,001 - 299,999

101 Denio Elementary (1-8) 200,001 - 209,999

Sec 1	K(1st Gr'70-71)	200,001 - 002	
Sec 1	3rd Gr	203,001	(one student only)
Sec 1	4th Gr	204,001 - 002	
Sec 1	5th Gr	205,001 - 002	
Sec 1	7th Gr	208,001 - 002	
Sec 1	8th Gr	207,001 - 003	

103 King's River Elementary (1-8) 210,001 - 219,999

Sec 1	K(1st Gr'70-71)	210,001 - 003	
Sec 1	1st Gr	211,001 - 014	
Sec 1	3rd Gr	213,001 - 003	
Sec 1	4th Gr	214,001 - 002	
Sec 1	5th Gr	215,001 - 003	
Sec 1	6th Gr	216,001 - 002	
Sec 1	7th Gr	218,001 - 003	
Sec 1	8th Gr	217,001	(one student only)

104 Orovada Elementary (1-8) 220,001 - 229,999

Sec 1	K(1st Gr'70-71)	220,001 - 005
Sec 1	1st Gr	221,001 - 005
Sec 1	2nd Gr	222,001 - 004
Sec 1	3rd Gr	223,001 - 009
Sec 1	4th Gr	224,001 - 011
Sec 1	5th Gr	225,001 - 007
Sec 1	6th Gr	226,001 - 011
Sec 1	7th Gr	228,001 - 007
Sec 1	8th Gr	227,001 - 004

07 HUMBOLDT cont. 200,001 - 299,999

105 Paradise Elementary (1-8) 230,001 - 239,999

Sec 1	K(1st Gr'70-71)	230,001 - 003	
Sec 1	1st Gr	231,001 - 003	
Sec 1	2nd Gr	232,001 - 006;	232,010 - 011
Sec 1	3rd Gr	233,001 - 004	
Sec 1	4th Gr	234,001 - 004	
Sec 1	5th Gr	235,001 - 004	
Sec 1	6th Gr	236,001 - 003	
Sec 1	7th Gr	238,001 - 004	
Sec 1	8th Gr	237,001 - 003	

201 Sonoma Heights Elementary (1-6) 240,001 - 249,999

Sec 1	K(1st Gr'70-71)	240,001 - 023	
Sec 2		240,050 - 071	
Sec 3		240,076 - 097	
Sec 1	1st Gr	241,001 - 026	
Sec 2		241,051 - 077	
Sec 1	2nd Gr	242,001 - 022	
Sec 2		242,051 - 071	
Sec 3		242,101 - 121;	242,125 - 134
Sec 1	3rd Gr	243,001 - 035	
Sec 2		243,051 - 085	
Sec 3		243,101 - 136	
Sec 1	4th Gr	244,001 - 017	
Sec 2		244,051 - 070	
Sec 1	5th Gr	245,001 - 027	
Sec 2		245,051 - 078	
Special Education		245,601 - 609	

07 HUMBOLDT cont. 200,001 - 299,999

202 Winnemucca Elementary (1-5) 250,001 - 259,999

Sec 1	1st Gr	251,001 - 029	
Sec 2		251,051 - 077	
Sec 3	2nd Gr	252,001 - 022;	252,025 - 028
Sec 4		252,051 - 074	
Sec 1	3rd Gr	253,001 - 021	
Sec 2		253,051 - 071	
Sec 5	4th Gr	254,001 - 026	
Sec 6		254,051 - 075	
Sec 7	5th Gr	255,001 - 025	
Sec 8		255,051 - 073	

203 McDermitt Elementary (1-8) 280,001 - 289,999

Sec 1	K(1st Gr'70-71)	280,001 - 023	
Sec 1	1st Gr	281,001 - 020	
Sec 1	2nd Gr	282,001 - 021	
Sec 1	3rd Gr	283,001 - 028	
Sec 1	4th Gr	284,001 - 021	
Sec 1	5th Gr	285,001 - 022	
Sec 1	6th Gr	286,001 - 023	
Sec 1	7th Gr	288,001 - 015;	288,018 - 019
Sec 1	8th Gr	287,001 - 021	

301 Winnemucca Junior High (6-8) 260,001 - 269,999

Sec 1	6th Gr	260,001 - 019
Sec 2		260,051 - 072
Sec 3		260,101 - 120
Sec 4		260,151 - 161
Sec 5		260,201 - 222

07 HUMBOLDT cont. 200,001 - 299,999

301 Winnemucca Junior High cont. (6-8) 260,001 - 269,999

Sec 1	7th Gr	261,001 - 022
Sec 2		261,051 - 070
Sec 3		261,101 - 117
Sec 4		261,151 - 172
Sec 5		261,201 - 228
Sec 6		261,251 (one student only)
Sec 7		261,261 - 263
Sec 8		261,276 - 277
Sec 9		261,286 - 307
Sec 1	8th Gr	262,001 - 024
Sec 2		262,051 - 072
Sec 3		262,101 - 119
Sec 4		262,151 - 171
Special Education (Gr 6, 7, 8)		261,601 - 611

501 Albert M. Lowry High (9-12) 270,001 - 279,999

Sec 2	9th Gr	274,001 - 117
Sec 4	10th Gr	275,001 - 014
Sec 5		275,051 - 065
Sec 6		275,101 - 112
Sec 7		275,151 - 157
Sec 8		275,201 - 212
Sec 2	11th Gr	276,001 - 040
Sec 3		276,051 - 081
Sec 11		276,101 - 102
Sec 13		276,126 - 135
Sec 14		276,151 - 156

601 McDermitt High (9-12) 290,001 - 299,999

Sec 1	9th Gr	292,001 - 025
Sec 1	10th Gr	293,001 - 033
Sec 1	11th Gr	294,001 - 024

10 LYON 300,001 - 399,999

201 Dayton Elementary (1-8) 300,001 - 309,999

Sec 1	1st Gr	301,001 - 017
Sec 1	2nd Gr	302,001 - 009
Sec 2	3rd Gr	303,001 - 012
Sec 3	4th Gr	304,001 - 011
Sec 4	5th Gr	305,001 - 005
Sec 4	6th Gr	306,001 - 008
Sec 2	7th Gr	307,001 - 010
Sec 1	8th Gr	308,001 - 010

202 Yerington Elementary (1-6) 310,001 - 319,999

Sec 1	1st Gr	311,001 - 026
Sec 2		311,051 - 076
Sec 3		311,101 - 128
Sec 4		311,151 - 176
Sec 5		311,201 - 226
Sec 1	2nd Gr	312,001 - 028
Sec 2		312,051 - 074
Sec 3		312,101 - 125
Sec 4		312,151 - 175
Sec 1	3rd Gr	313,001 - 034
Sec 3		313,051 - 088
Sec 4		313,101 - 139
Sec 6		313,151 - 181
Sec 1	4th Gr	314,001 - 026
Sec 2		314,051 - 075
Sec 3		314,101 - 124
Sec 4		314,151 - 175
Sec 1	5th Gr	315,001 - 020
Sec 2		315,051 - 073
Sec 3		315,101 - 126
Sec 4		315,151 - 171
Sec 1	6th Gr	316,001 - 025
Sec 2		316,051 - 075
Sec 3		316,101 - 125
Sec 4		316,151 (one student only)

10 LYON cont. 300,001 - 399,999

203 Fernley Elementary (1-6) 320,001 - 329,999

Sec 1	1st Gr	321,001 - 025
Sec 2		321,051 - 072
Sec 1	2nd Gr	322,001 - 018
Sec 2		322,051 - 069
Sec 1	3rd Gr	323,001 - 025
Sec 2		323,051 - 069
Sec 1	4th Gr	324,001 - 021
Sec 2		324,051 - 071
Sec 1	5th Gr	325,001 - 028
Sec 2		325,051 - 067
Sec 1	6th Gr	326,001 - 035
Sec 2		326,051 - 067

204 Smith Valley Elementary (1-6) 330,001 - 339,999

Sec 2	1st Gr	331,001 - 014
Sec 5	2nd Gr	332,001 - 014
Sec 3	3rd Gr	333,001 - 019
Sec 3	4th Gr	334,001 - 019
Sec 5	5th Gr	335,001 - 016
Sec 6	6th Gr	336,001 - 015
Special Education		336,601 - 611

601 Fernley High (7-12) 340,001 - 349,999

Sec 1	7th Gr	340,001 - 050	
Sec 1	8th Gr	341,001 - 055	
Sec 1	9th Gr	342,001 - 050	
Sec 2		342,051 - 099	
Sec 1	10th Gr	343,001 - 023	
Sec 2		343,051 - 065	
Sec 3		343,101 - 102	
Sec 6		343,126 - 127	
Sec 10		343,151	(one student only)
Sec 11		343,176	(one student only)

10 LYON cont. 300,001 - 399,999

601 Fernley High (7-12) cont. 340,001 - 349,999

Sec 2	11th Gr	344,001 - 049	
Sec 7		344,051 - 065	
Sec 3		344,101 - 121	
Sec 4	12th Gr	345,001 - 002	
Sec 8		345,051 - 059	
Sec 9		345,101 - 113	
Sec 11		345,151	(one student only)

602 Smith Valley High (7-12) 350,001 - 359,999

Sec 1	7th Gr	350,001 - 017
Sec 2	8th Gr	358,001 - 022
Sec 7	9th Gr	342,101 - 120
Sec 1	10th Gr	353,001 - 011
Sec 4	11th Gr	354,001 - 014
Sec 2	12th Gr	355,001 - 020

603 Yerington High (7-12) 360,001 - 369-999

Sec 1	7th Gr	360,001 - 032	
Sec 2		360,051 - 068	
Sec 3		360,101 - 127	
Sec 4		360,151 - 173	
Sec 1	8th Gr	361,001 - 032	
Sec 2		361,051 - 083	
Sec 3		361,101 - 128	
Sec 4		361,151 - 163	
Sec 5		361,201 - 224	
Sec 1	9th Gr	342,201 - 225	
Sec 4		342,251 - 269	
Sec 5		342,301 - 315	
Sec 8		342,351 - 373	
Sec 10		342,401 - 424	
Sec 21		342,451 - 464	
	10th Gr	363,001 - 089	(various section numbers)
	11th Gr	364,001 - 086	(various section numbers)
	12th Gr	365,001 - 023	(various section numbers)

11 MINERAL 400,001 - 499,999

101 Mina Elementary (1-6) 450,001 - 459,999

Sec 1	K(1st Gr'70-71)	451,001 - 010
Sec 1	1st Gr	451,201 - 210
Sec 1	2nd Gr	452,201 - 204
Sec 1	3rd Gr	453,101 - 114
Sec 1	4th Gr	454,201 - 203

201 Hawthorne Elementary (4-8) 440,001 - 449,999

Sec 1	4th Gr	444,001 - 027
Sec 2		444,051 - 078
Sec 3		444,101 - 128
Sec 4		444,151 - 176
Sec 5		444,201 - 227
Sec 1	5th Gr	445,001 - 031
Sec 2		445,051 - 082
Sec 3		445,101 - 129
Sec 4		445,151 - 177
Sec 5		445,201 - 232
Sec 1	6th Gr	446,001 - 029
Sec 2		446,051 - 080
Sec 3		446,101 - 124
Sec 4		446,151 - 178
Sec 5		446,201 - 233
Sec 1	7th Gr	447,001 - 032
Sec 2		447,051 - 076
Sec 3		447,101 - 125
Sec 4		447,151 - 177
Sec 5		447,201 - 228
Sec 1	8th Gr	448,001 - 033
Sec 2		448,051 - 082
Sec 3		448,101 - 132
Sec 4		448,151 - 182
Sec 5		448,201 - 231
Sec 6		448,251 - 253
Sec 7		448,301 - 320
Sec 8		448,351 - 353
Special Education I		449,001 - 017
Special Education II		449,101 - 128

11 MINERAL cont. 400,001 - 499,999

202 Schurz Elementary (1-8) 420,001 - 429,999

Sec 1	Pre-Kind.	420,051 - 076
Sec 1	Kindergarten	420,001 - 016
Sec 1	1st Gr	421,001 - 025
Sec 1	2nd Gr	422,001 - 015
Sec 1	3rd Gr	423,001 - 017
Sec 1	4th Gr	424,001 - 020
Sec 1	5th Gr	425,001 - 018
Sec 1	6th Gr	426,001 - 016
Sec 1	7th Gr	427,001 - 017
Sec 1	8th Gr	428,001 - 012

203 Hawthorne Primary (K-3) 410,001 - 419,999

Sec 2	Pre-Kind. (99)	410,501 - 559
Sec 1	Kindergarten	410,001 - 019
Sec 2		410,051 - 064
Sec 3		410,101 - 103
Sec 5		410,151 - 176
Sec 1	1st Gr	411,001 - 013
Sec 2		411,051 - 065
Sec 3		411,101 - 112
Sec 4		411,151 (one student only)
Sec 9		411,201 - 206
Sec 1	2nd Gr	412,001 - 020
Sec 2		412,101 - 119
Sec 4		412,151 - 153
Sec 5		412,201 - 205
Sec 9		412,251 - 255
Sec 1	3rd Gr	413,001 - 030
Sec 4		413,051 - 076

11 MINERAL cont. 400,001 - 499,999

204 Babbitt Primary (K-3) 400,001 - 409,999

Sec 4	Pre-Kind. (99)	400,501 - 559
Sec 5		400,601 - 613
Sec 1	Kindergarten	400,001 - 021
Sec 2		400,051 - 067
Sec 3		400,101 - 128
Sec 4		400,151 - 173
Sec 5		400,201 - 203
Sec 1	1st Gr	401,001 - 017
Sec 2		401,051 - 063
Sec 3		401,101 - 115
Sec 4		401,151 - 175
Sec 5		401,201 - 224
Sec 9		401,251 - 256
Sec 1	2nd Gr	402,001 - 012
Sec 2		402,051 - 063
Sec 4		402,101 - 127
Sec 5		402,151 - 184
Sec 9		402,201 - 206
Sec 2	3rd Gr	403,001 - 029
Sec 5		403,051 - 080
Sec 6		403,101 - 104
Sec 4		403,151 - 156

601 Mineral County High (9-12) 430,001 - 439,999

Sec 1	9th Gr	432,001 - 022
Sec 2		432,051 - 068
Sec 3		432,101 - 130
Sec 4		432,151 - 178
Sec 5		432,201 - 229
Sec 6		432,251 - 270
Sec 7		432,301 - 311
Sec 8		432,326 - 333
Sec 9		432,351 - 367
Sec 1	10th Gr	433,001 - 106
Sec 2		433,151 - 171
Sec 1	11th Gr	434,001 - 109
Sec 2		434,151 - 155

13 ORMSBY 500,001 - 599,999

201 Mildred Bray Elementary (3-6) 500,001 - 509,999

Sec 1	3rd Gr	503,001 - 016;	503,026 - 037
Sec 2		503,051 - 065;	503,076 - 090
Sec 1	5th Gr	505,001 - 040	
Sec 2		505,051 - 087	
Sec 3		505,101 - 142	
Sec 1	6th Gr	506,001 - 041	
Sec 2		506,051 - 087	
Sec 3		506,101 - 137	

202 Corbett Elementary (K-5) 510,001 - 519,999

Sec 1	3rd Gr	513,001 - 016;	513,026 - 037
Sec 2		513,051 - 069;	513,076 - 083
Sec 1	5th Gr	515,001 - 043	

203 Edith Fritsch Elementary (K-6) 520,001 - 529,999

Sec 1	3rd Gr	523,001 - 012;	523,026 - 040
Sec 2		523,051 - 063;	523,076 - 090
Sec 3		523,101 - 113;	523,126 - 140
Sec 4		523,151 - 164;	523,176 - 188
Sec 1	5th Gr	525,001 - 040	
Sec 2		525,051 - 090	
Sec 3		525,101 - 142	
Sec 4		525,151 - 192	
Sec 5		525,201 - 241	
Sec 1	6th Gr	526,001 - 039	
Sec 2		526,051 - 091	
Sec 3		526,101 - 140	
Sec 4		526,151 - 192	
Sec 5		526,201 - 242	

204 Fremont Elementary (K-6) 530,001 - 539,999

Sec 1	3rd Gr	533,001 - 018;	533,026 - 038
Sec 2		533,051 - 085	
Sec 3		533,101 - 117;	533,126 - 141
Sec 1	5th Gr	535,001 - 040	
Sec 2		535,051 - 088	
Sec 1	6th Gr	536,001 - 043	
Sec 2		536,051 - 092	

13 ORMSBY cont. 500,001 - 599,999

205	Martha Gleason Elementary (K-2)	540,001 - 549,999 (None Assigned)
210	St. Theresa Elementary (1-8)	580,001 - 589,999

Sec 1	1st Gr	581,001 - 021
Sec 1	2nd Gr	582,001 - 035
Sec 1	3rd Gr	583,001 - 027
Sec 1	4th Gr	584,001 - 025
Sec 1	5th Gr	585,001 - 020
Sec 1	6th Gr	586,001 - 023
Sec 1	7th Gr	587,001 - 027
Sec 1	8th Gr	588,001 - 020

301	Carson City Junior High (7-9)	550,001 - 559,999

Sec 1	7th Gr	550,001 - 032
Sec 2		550,051 - 080
Sec 3		550,101 - 132
Sec 4		550,151 - 181
Sec 5		550,201 - 230
Sec 6		550,251 - 280
Sec 7		550,301 - 331
Sec 8		550,351 - 380
Sec 9		550,401 - 430
Sec 10 (0)		550,451 - 480
Sec 1	8th Gr	551,001 - 033
Sec 2		551,051 - 080
Sec 3		551,101 - 132
Sec 4		551,151 - 181
Sec 5		551,201 - 228
Sec 6		551,251 - 280
Sec 7		551,301 - 330
Sec 8		551,351 - 382
Sec 9		551,401 - 433
Sec 10 (0)		551,451 - 481

13 ORMSBY cont. 500,001 - 599,999

301 Carson City Junior High cont. (7-9) 550,001 - 559,999

Sec 1	9th Gr	552,001 - 026
Sec 2		552,051 - 074
Sec 3		552,101 - 128
Sec 4		552,151 - 191
Sec 5		552,201 - 231
Sec 6		552,251 - 281
Sec 7		552,301 - 332
Sec 8		552,351 - 379
Sec 9		552,401 - 431
Sec 10 (0)		552,451 - 479

401 Carson City High (10-12) 560,001 - 569,999
(None Assigned)

403 Stewart Indian School (8-12) 570,001 - 579,999

Sec 1	9th Gr	571,001 - 088

14 PERSHING 600,001 - 699,999

101	Imlay Elementary (1-6)			610,001 - 619,999
	Sec 1	1st Gr	611,001 - 005	
	Sec 1	2nd Gr	612,001 - 007	
	Sec 1	3rd Gr	613,001 - 003	
	Sec 2	4th Gr	614,001 - 005	
	Sec 2	5th Gr	615,001 - 003	
	Sec 2	6th Gr	616,001 - 004	
201	Lovelock Elementary (K-6)			600,001 - 609,999
	Sec 1	Kindergarten	600,001 - 034	
	Sec 2		600,051 - 077	
	Sec 1	1st Gr	601,001 - 034	
	Sec 2		601,051 - 078	
	Sec 1	2nd Gr	602,001 - 024	
	Sec 2		602,051 - 074	
	Sec 1	3rd Gr	603,001 - 027	
	Sec 2		603,051 - 076	
	Sec 1	4th Gr	604,001 - 020	
	Sec 2		604,051 - 071	
	Sec 1	5th Gr	605,001 - 029	
	Sec 2		605,051 - 079	
	Sec 1	6th Gr	606,001 - 028	
	Sec 2		606,051 - 075	
601	Pershing County Junior-Senior High			620,001 - 629,999
	Sec 1	7th Gr	620,001 - 032	
	Sec 2		620,051 - 072	
	Sec 1	8th Gr	621,001 - 025	
	Sec 2		621,051 - 077	
	Sec 1	9th Gr	627,001 - 051	
	Sec 2		622,001 - 052	

14 PERSHING cont. 600,001 - 699,999

601 Pershing County Junior-Senior High cont. 620,001 - 629,999

Sec 1	10th Gr	623,001 - 046
Sec 1	11th Gr	624,001 - 033
Sec 1	12th Gr	625,001 - 038

15 STOREY 700,001 - 799,999

101	Virginia City Elementary (1-8)			700,001 - 709,999
	Sec 1	1st Gr	701,001 - 007	
	Sec 1	2nd Gr	702,001 - 010	
	Sec 1	3rd Gr	703,001 - 008	
	Sec 1	4th Gr	704,001 - 011	
	Sec 1	5th Gr	705,001 - 006	
	Sec 1	6th Gr	706,001 - 006	
	Sec 1	7th Gr	707,001 - 007	
	Sec 1	8th Gr	708,001 - 006	
501	Storey County High (9-12)			710,001 - 719,999
	Sec 1	9th Gr	710,001 - 010	
	Sec 1	10th Gr	711,001 - 011	
	Sec 1	11th Gr	712,001 - 008	
	Sec 1	12th Gr	713,001 - 006	

Section II

PRACTICE PROBLEMS

PRACTICE PROBLEMS

As an aid to learning the use of the data gathering techniques you may wish to work out the following examples. Blank forms are included for your convenience.

Example 1:

The following information was obtained from an interview with a student:

My name is George M. Christienson, a boy, white. I live at: Star Route #1, Yerington, Nevada. I live on a ranch located in Mineral County. I am a Junior at Yerington H. S., Homeroom: Mr. Timothy (Teacher 14). I was born July 31, 1953. My father, John Christienson owns the Ranch but drives a truck in the winter. He is my step-father. My mother, M. L. Christienson is my real mother. She works at home on the ranch. We speak English at home, but once in a while a Swedish phrase or joke is used by my parents, but they explain it to me. I ride school bus to school, about 30 miles, it takes 45 minutes altogether. I eat lunch at the school cafeteria, which I buy daily. I don't have any trouble with my eyes, ears or anything. (This data was gathered September 15, 1970).

Example 2:

Mary M. Jones, Negro, 2163 Fourteenth Street, Hawthorne, Nevada. Birthdate: March 3, 1954. 10th grade at Mineral County H.S., Activity room: Teacher Mrs. Davis # 8. Natural Father: Henry M. Jones, loads bombs on an aircraft carrier. Aunt Josephine Foster, the Father's sister, works as a waitress in a club downtown. Walks to school: 1 mile in 15 minutes. Wears glasses and has a limp (school Nurse reports). Goes downtown for a snack at lunch. Data gathered September 1, 1970.

ANSWERS: EXAMPLE #1

STUDENT ENTRY DATA

Name and Initial: CHRISTIENSON GEORGE M
Sex: M
Ethnic: W White (fill in grid)
Address: STAR ROUTE 1 (leave spaces)
City: 53 (from page 10)
County: 11 (from page 11, he lives outside of the county in which he gets his mail)
Zip: 447 (where he gets his mail)
Student Number: 10603314, where:
10 = County where school is located, Lyon (p. 11)
603 = Name of school, Yerington H.S. (p. 13)
3 = Grade, 11th Grade (p. 15)
14 = Teacher, Mr. Timothy (see p. 5)
Birthdate: 073153 = July 31, 1953 (see p. 4)
Present date: 0970 = September, 1970 (see p. 4)

HOME DATA

Male Parent: J CHRISTIENSON (space is indicated, no middle initial)
Relationship: Step-Father (mark grid)
Occupation: Self-Employed (mark grid): Primary occupation is Self-Employed Rancher, not truck driver. p. 16
Active Military: No (mark grid)
Language Spoken at Home: English Only (mark grid): an occasional remark or joke is not speaking another language
Female Parent: MLCHRISTIENSON (no spacing)
Relationship: Mother (mark grid)
Occupation: Unemployed (mark grid): is not in labor market
Present Date: 0970 = September, 1970 (see p. 4)
Student Number: 10603314, as above

PERSONAL DATA

Transportation: School Bus (mark grid)
Distance: 030 (no space)
Time: 45
Learning Limitations: NO (mark grid)
Noon Lunch: School Hot Lunch (mark grid)
PAID BY: Family/Self (mark grid)
Present Date: 0970
Student Number: 10603314, as above

ANSWERS: EXAMPLE #2

STUDENT ENTRY DATA

Name and Initial: JONES MARY M
Sex: F
Ethnic: B Black (fill in grid)
Address: 2163 14th
City: 18 (from page 10)
County: 11 (from page 11)
Zip: 415 (p. 10)
Student Number: 11601208, where:
11 = county where school is located, Mineral (p. 11)
601 = Name of school, Mineral County H.S. (p. 13)
2 = Grade, 10th grade (p. 15)
08 = Teacher, Mrs. Davis (see p. 5)
Birthdate: 030354 = March 3, 1954 (see p. 4)
Present Date: 0970 = September, 1970 (see p. 4)

HOME DATA

Male Parent: HMJONES (no space)
Relationship: Father (mark grid) Father is temporarily away from home.
Occupation: Skilled (mark grid) His job in the military is skilled and
Active Military: YES (mark grid) he is on active duty with the military.
Language Spoken at Home: English Only (mark grid) No Foreign language indicated
Female Parent: J FOSTER (space as indicated, no middle initial)
Relationship: Other (mark grid): Aunts and Uncles come in this category.
Occupation: Unskilled (mark grid): see occupations listed, p. 16.
Present Date: 0970 = September, 1970 (see p. 4)
Student Number: 11601208, as above

PERSONAL DATA

Transportation: Walk, Ride Bike (mark grid)
Distance: 001 (no space)
Time: 15
Learning Limitations: YES (mark grid) and
Type: Vision (mark grid)
Locomotive (mark grid)
How Known: PROFESSIONAL EXAM (mark grid): School Nurse is a member of the Professional Medical team.
Noon Lunch: Other (mark grid)
Present Date: 0970
Student Number: 11601208, as above

LOVELOCK NEVADA

WESTERN NEVADA REGIONAL EDUCATION CENTER, AN ESEA TITLE III PROJECT

10/69

*** CAUTION: FIRST, READ BELOW!**

LAST NAME	FIRST NAME	M.I.	SEX	ETH
A–Z	A–Z	A–Z	F M	B BLACK I INDIAN AM. O ORIENTAL S SPANISH AM W WHITE Z OTHER

STREET ADDRESS OR P.O. BOX OR RURAL ROUTE AND BOX

CITY-TOWN	CO.	LAST 3 ZIP #
0–9	0–9	0–9

BIRTHDATE

MO.	DAY	YR.
0–9	0–9	0–9

STUDENT NUMBER

CO.	SCH.	GR.	T.	TEMP. NO.	PERM. NO.
0–9	0–9	0–9	0–9	0–9	0–9

PRESENT DATE

MO.	YR.
0–9	0–9

*** LEAVE SPACE BETWEEN NAMES AND NUMBERS.**
(DROP PO, STREET, AVE., DRIVE; ABBREV. OTHERS)
USE ABBREVIATIONS AS BELOW:
B 273 STR RT = (BOX 273 STAR ROUTE)
1735 HWY 50E
2155 ORCHARD
2150S ORCHRD = (2150 SOUTH ORCHARD)

WESTERN NEVADA REGIONAL EDUCATION CENTER (ESEA TITLE III)

MALE PARENT IN HOME

F. I.	M. I.	LAST NAME													
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

RELATIONSHIP OF MALE PARENT IN HOME

- FATHER ☐
- STEPFATHER ☐
- OTHER ☐

OCCUPATION OF MALE PARENT IN HOME

- PROFESSIONAL ☐
- SELF-EMPLOYED ☐
- SKILLED LABOR ☐
- UNSKILLED LABOR ☐
- UNEMPLOYED ☐

FEMALE PARENT IN HOME

F. I.	M. I.	LAST NAME													
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

RELATIONSHIP OF FEMALE PARENT IN HOME

- MOTHER ☐
- STEPMOTHER ☐
- OTHER ☐

OCCUPATION OF FEMALE PARENT IN HOME

- PROFESSIONAL ☐
- SELF-EMPLOYED ☐
- SKILLED LABOR ☐
- UNSKILLED LABOR ☐
- UNEMPLOYED ☐

ACTIVE MILITARY DUTY

- YES ☐
- NO ☐

LANGUAGE SPOKEN AT HOME

- ENGLISH ONLY ☐
- ENGLISH & OTHER ☐
- OTHER ONLY ☐

PRESENT DATE

MO.		YR.	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

STUDENT NUMBER

CO.		SCH.			GR.		T.	TEMP. NO.					RESERVED				
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

UTILITY FORM 6377

OPTICAL SCANNING FORMS — OPTICAL SCANNING CORPORATION

YOUR LAST NAME

YOUR FIRST NAME

WESTERN NEVADA REGIONAL EDUCATION CENTER (ESEA TITLE III)

GRID A

GRID B

GRID C

GRID D

GRID E

MOST USED TRANSPORTATION TO SCHOOL

WALK OR BIKE ☐
FAMILY CAR ☐
OWN CAR ☐
SCHOOL BUS ☐
OTHER ☐

KNOWN LEARNING OR ACTIVITY LIMITATIONS

YES ☐
NO ☐
IF YES, TYPE
HEARING ☐
VISION ☐
LOCOMOTIVE ☐
OTHER ☐
HOW KNOWN
PARENT REPORT ☐
PROFESSIONAL EXAM. ☐
SCHOOL OBSERVATION ☐
STUDENT REPORT ☐

Distance From School MILES

TIME TO SCHOOL MINUTES

GRID F

GRID G

GRID H

GRID I

NOON LUNCH – MOST OFTEN

SCHOOL HOT LUNCH ☐
SCHOOL BOX LUNCH ☐
NONE ☐
OTHER ☐
IF HOT LUNCH, PAID BY
SCHOOL ☐
FAMILY/SELF ☐

GRID J

GRID K

GRID L

PRESENT DATE

MO.	YR.

STUDENT NUMBER

CO.	SCH.	GR.	T.	TEMP. NO.	RESERVED

UTILITY FORM 6378

OPTICAL SCANNING FORMS by OPTICAL SCANNING CORPORATION

Section III

SAMPLE PRINTOUTS FROM THE STUDENT INFORMATION SYSTEM

The data collected on the three forms discussed in this pamphlet, along with Standardized test data (and other school information) is punched into IBM cards for storage in a computer. The data is stored in a standard format as indicated on the printouts that follow (Demonstration Data). The data is coded for easy storage. The coding is explained in the third sheet of the demonstration data printout.

From this stored data, certain information can be selected and printed out on lists, as required by the school district. One such listing is a breakout of students by Ethnic grouping for a particular county. The county, school, student number, name and address as well as ethnic classification for students in each of the ethnic groupings: Black, Indian, Oriental, Spanish-American and Other, is printed out along with the totals in each classification. These can be prepared for one or more grade levels broken out by classrooms, schools or whole districts. A sample printout of such data is enclosed.

Another useful printout is the Partial Student Profile, listing most of the information on each student in the system. Such lists can be prepared on a classroom, school or county basis for single or multiple grade levels. The data appears on the printout in coded form, but the key to the coding follows the printout.

The last sheet in this section is a flow chart of the WN-REC Student Information system. The packets of IBM cards indicated across the top and down the right side represent input information from various sources. The present manual describes the method of gathering the data for the first three packets across the top of the diagram. Other information comes in from Standardized Test Programs, from student permanent record files and transcripts and from health records of various kinds. This data is punched up on IBM cards and enters as indicated.

Once the computer has the input data, various types of output reports are possible (as in the examples). Cross-filing with other stored information can be done (the disc pac storage symbols on the left of the diagram). By use of the computer various other statistical outputs are possible, as shown at the bottom edge of the diagram. Most of these are undergoing design or testing at the Center or within the state on a trial basis.

```
                              ETHNIC GROUPING AS REPORTED TO WN-REC                  (REDRP03A)   5/29/7


             NAME              SEX     ADDRESS            CITY               ZIP      BIRTH         ETHNIC
                                                                             CODE     DATE          GROUP

076                DONNA    M   F                                            89701    04/06/61    INDIAN
006                KENNETH      M                                            89701    05/03/61    ORIENTAL
079                MARIE    E   F                                            89701    09/11/60    INDIAN
080                ROSANNA  M   F                                            89437    06/11/61    INDIAN
012                RICHARD  A   M                                            89437    12/15/60    INDIAN
056                ROBERT   L   M                                            89701    12/22/60    INDIAN
014                JAMES        M                                            89701    03/09/59    INDIAN
064                MARVIN   D   M                                            89701    06/26/61    INDIAN
134                JENNIFERJ    F                                            89701    01/03/60    INDIAN
082                LORRAINE     F                                            89701    07/05/60    INDIAN
066                JOHN     W   M                                            89437    02/26/61    BLACK
036                BERTENA  M   F                                            89701    03/28/61    INDIAN
037                LEILANI  L   F                                            89701    03/23/61    OTHER
068                RAYMOND      M                                            89701    09/27/59    INDIAN
ALS:   BLACK -     1  INDIAN -  11  SPANISH-AMERICAN -   0  ORIENTAL -    1  OTHER -     1
ALS:   BLACK -     2  INDIAN -  23  SPANISH-AMERICAN -   0  ORIENTAL -    4  OTHER -     1
ALS:   BLACK -    19  INDIAN -  90  SPANISH-AMERICAN -  19  ORIENTAL -   10  OTHER -    12
```

```
     PARTIAL STUDENT PROFILE AS REPORTED TO WN-REO                                      5/09/70 PAGE    1
                                                                       MALE    FEM       TME LEARN LCH STAN%
   ETH GRP SEX           CITY        B. DATE     SCHOOL       GR SEC L PARNT   PARNT   T MIN  LIM  TYP FA  AR

        L WHITE    F                 11/18/55                  1 01  1 A 1 3  A 1 3  1 20 2       4  34  01
        A WHITE    M                 12/23/53                  1 01  1 A 1 3  A 1 3  1 10 2       4
L       A WHITE    F                 01/06/55                  1 05  1 A 1 3  A 1 5  1 10 2       4  01  04
LD      M WHITE    M                 08/17/55                  1 08  1 A 1 2  A 1 3  1 05 1  1 2 12  32  10
MARY      SPAN-AM  F                 12/13/53                  1 07  2 A 1 2  A 1 5  4 25 1 11 2 12
FERYS     WHITE    M                 06/11/55                  1 07  1 A 1 3  A 1 4  5 02 1  1 2 12  82  62
LD      R WHITE    M                 03/21/55                  1 10  1 A 1 3  A 1 4  4 30 1  1 2  2  84  46
ENE     A WHITE    F                 02/15/55                  1 05  1 A 1 3  A 1 5  4 05 2       4  36  20
RE      L WHITE    F                 03/10/55                  1 01  1 A 1 3  A 1 5  4 30 1  1 2 12  50  18
SON     M WHITE    F                 04/05/55                  1 10  1 A 1 1  A 1 5  1 15 1  1 3  4  70  72
IA      L INDIAN   F                 09/13/54                  1 07  2 W 2 4  W 1 5  4 30 2      11  52  26
ALL     D WHITE    M                 08/27/54                  1 10  1 B 1 3  B 1 1  1 17 2       2
ELA       SPAN-AM  F                 05/22/55                  1 21  2 B 1 3  B 1 3  2 15 1  1 2  4  49  26
KEY     S INDIAN   M                 01/06/55                  1 07  1        B 1 3  2 20 1  1 2 11  08  11
Y       M WHITE    F                 02/21/55                  1 04  1 B 1 3  B 1 4  1 10 2       4  64  94
RIC     J WHITE    M                 10/30/54                  1 07  2 B 1 3  B 1 4  4 45 2      12  52  54
LAS     N WHITE    M                 02/26/54                  1 01  1 B 1 1  B 2 3  1 15 1  1 2 12
        W WHITE    M                 07/29/55                  1 01  1 B 1 3  B 1 4  4 10 2      12  12  04
RA      K WHITE    F                 10/27/55                  1 01  1 B 1 2  B 1 4  1 08 2      12  54  64
        J WHITE    M                 08/04/54                  1 05  1 B 1 2  B 1 5  4 40 1  1 2
CY      E WHITE    F                 02/24/55                  1 08  1 B 1 3  B 1 2  1 05 2       4  94  90
LEY     A WHITE    M                 08/31/55                  1 01  1 B 1 3  B 1 1  2 07 2      12  66  64
Y       L WHITE    F                 12/20/55                  1 21  1 R 2 3  R 1 5  5 05 2       4  86  90
CLPHT     INDIAN   M                 01/11/54                  1 01  2 B 1 2  B 1 3  2 60 1  1 2 12  04  14
SHA     J WHITE    F                 10/13/55                  1 07  2 C 1 2  C 1 2  4 30 2      12  98  98
K       I WHITE    M                 11/05/55                  1 10  1 C 1 3  C 1 3  1 09 1  1 2  2  07  38
NA      L WHITE    F                 12/20/55                  1 04  1 C 1 3  C 1 3  4 10 1  1 2  4  24  18
N       E WHITE    M                 ~~02/03/55~~              1 01  1 C 1 2  C 1 5  2 15 2       4  96  50
ERINN     WHITE    F                 04/12/55                  1 01  1 C 3 3  C 1 5  4 30 2       4  36  12
```

The headings and codings are abbreviated as follows:

GR = Grade Level: 1 = 9th grade, 2 = 10th, 3 = 11th, 4 = 12th   03 = 3rd grade, 06 = 6th grade, 08 = 8th grade, etc.

SEC = Section (classroom group): 1 to 9 in grade school, 01 to 99 in Jr. High and High School

L = Language Spoken at Home: 1 = English Only; 2 = English and Other

Male Parnt = Male Parent Characteristics:
Fem Parnt = Female Parent Characteristics:

1st column: Letter is first letter of Parent's Name

2nd column = Relationship: 1 = Natural Parent   3 = Other (Foster parent, etc)
2 = Step-parent

3rd column = Occupation: 1 = Professional   4 = Unskilled Labor
2 = Self-Employed   5 = Unemployed
3 = Skilled Labor

T = School Transportation Type: 1 = Walk or Ride Bike   4 = School Bus
2 = Family Car   5 = Other
3 = Own Car

TME MIN = Time to get to school, minutes

LEARN LIM = Known Learning Limitations:

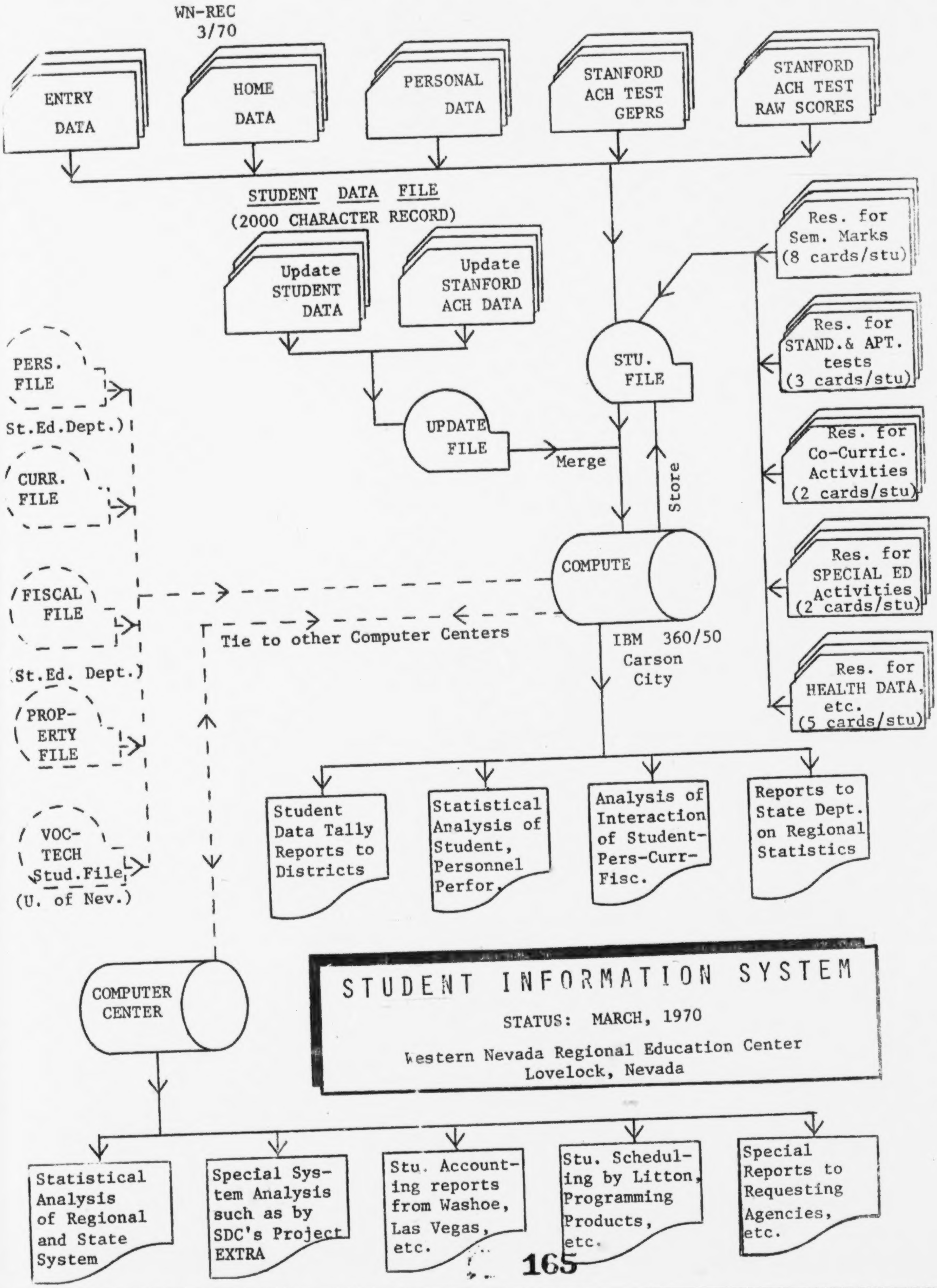
1st column = Is there a learning limitation: 1 = YES   2 = NO
2nd column = Hearing: 1 = YES, blank = NO (This column is usually blank)
3rd column = Vision: 1 = YES, blank = NO
4th column = Locomotive: 1 = YES, blank = NO
5th column = OTHER: 1 = YES, blank = NO
6th column = How Known: 1 = Parent Report   3 = School Observation
2 = Professional Exam   4 = Student Report

LCH TYP = Noon Lunch - Most Often:

1st column = Type of Lunch: 1 = School Hot Lunch   3 = None
2 = School Box Lunch   4 = Other

2nd column = Who pays for Hot Lunch: 1 = School   2 = Family/Self

STAN % = Stanford achievement sub-test scores(National percentile score):
PA = Paragraph Meaning (advanced), 1st sub-test score
AR = Arithmetic Computation, 3rd subtest score in advanced Battery.


WN-REC
3/70
ENTRY DATA
HOME DATA
PERSONAL DATA
STANFORD ACH TEST GEPRS
STANFORD ACH TEST RAW SCORES
STUDENT DATA FILE
(2000 CHARACTER RECORD)
Update STUDENT DATA
Update STANFORD ACH DATA
Res. for Sem. Marks (8 cards/stu)
Res. for STAND.& APT. tests (3 cards/stu)
Res. for Co-Curric. Activities (2 cards/stu)
Res. for SPECIAL ED Activities (2 cards/stu)
Res. for HEALTH DATA, etc. (5 cards/stu)
STU. FILE
UPDATE FILE
Merge
Store
COMPUTE
IBM 360/50 Carson City
PERS. FILE
St.Ed.Dept.)
CURR. FILE
FISCAL FILE
(St.Ed. Dept.)
PROPERTY FILE
VOC-TECH Stud.File
(U. of Nev.)
Tie to other Computer Centers
Student Data Tally Reports to Districts
Statistical Analysis of Student, Personnel Perfor.
Analysis of Interaction of Student-Pers-Curr-Fisc.
Reports to State Dept. on Regional Statistics
COMPUTER CENTER
Statistical Analysis of Regional and State System
Special System Analysis such as by SDC's Project EXTRA
Stu. Accounting reports from Washoe, Las Vegas, etc.
Stu. Scheduling by Litton, Programming Products, etc.
Special Reports to Requesting Agencies, etc.

STUDENT INFORMATION SYSTEM

STATUS: MARCH, 1970

Western Nevada Regional Education Center
Lovelock, Nevada

WESTERN NEVADA REGIONAL EDUCATION CENTER

STUDENT INFORMATION SYSTEM
USER'S MANUAL

by

Jack Christensen

May 1, 1971

CENTRAL DATA PROCESSING

Blasdel Building
Carson City, Nevada 89701

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Western Regional Education System

This abstract on the Western Regional Education (WN-REC) system is being prepared by Jack Christensen in March, 1971. CDP's contacts with WN-REC (located in Lovelock, Nevada) are Vic Hyden and Ted Brough. This abstract will attempt to relate CDP's work done for WN-REC in the past,then go into a little more detail on what has been done recently (in the past six months).

Initially, CDP took cards with student information already punched in them (all keypunching of data has been accomplished by WN-REC) and with the aid of a universal report program (Boothe report writer) produced simple formatted report listings with various control totals. A proof list of information cards was desired, so a simple 80-80 list of the cards was produced. Eventually, information from two or more card types on the same student was desired on one report so a very simple COBOL program was written to combine two or more card types for the same student into one record. This record could then be used as input to the Boothe report writer and the desired report produced. As things progressed, more information was gathered and keypunched until eventually we had up to five card types on any one student. Card types were (and still are) A, B, C, R, and S. Card type A contains student entry data. Card type B contains student home data. Card type C contains student personal data. Card type R contains student Stanford achievement test raw scores. Card type S contains student achievement test scores. More requests for various forms of information were made until a total of 207 report requests were defined to the Boothe report writer. Some of the need for so many report definitions was due to the fact that grade was a 1 character code for those in grades 1-8, while grade was a 2 character code in grades 9-12. This means two unique input records must be defined to the report writer, hence doubling the number of reports defined which would not be necessary if grade were uniformly coded for all students. A second need for so many reports arose from the limited number of code conversions that the Boothe report writer will accept. Only 50 conversions are allowed on any one report. Hence the student information was separated into three county groups. This limitation on conversions tripled the report definitions required. In concluding this one point, if grade were coded uniformly for all students and the Boothe report writer were not limited to 50 conversions, the number of reports defined would be almost 1/6 of what currently exist. All reports produced by the Boothe report writer should be identifiable by an 8 character report number contained in the header of each report. This 8 character code consists of the characters 'REDRP' plus three digits.

A very simple listing program exists for producing a printed report of all Boothe report writer programs defined. This program lists a card file which contains pertinent information on all reports. The current list of reports produced by this program exists in the section entitled: LISTING OF REPORTS (BOOTHE RPG). An additional small, simple program was written which produced a dump of cards submitted on each student. This dump was not formatted and made maintenance on data collected only a little easier than the simple 80-80 list of cards.

When it became apparent enough people were interested in a Student Information System, it was decided a fully edited and maintained student file would be constructed via COBOL programming. The beginning of design and coding of said programs was undertaken in the Fall of 1970. The initial capture of student information is from the original five card types (A, B, C, R, and S). Once a student record is created (any one of the five card types will create a student record), it may be necessary to change information in that student record, hence a card type 01 will change an A card, a card type 02 will change a B card, a card type 03 will change a C card, and a card type 17 will change an R card, and a card type 18 will change an S card. Additionally, a change card (type 50) has been developed for changing student number. Also, a delete card (type 99) has been developed to allow deletion of a student record from the student master file. The capturing of information on card types A, B, C, R, and S has been accomplished by forms developed by WN-REC. Forms for card types 01, 02, 03, 17, 18, 50, and 99 may be found in the section entitled: FORMS. More detailed information on how to use these forms can be found in the section entitled: USER'S MANUAL.

A COBOL program (RL010) has been written which will edit all cards coming into the system. This program insures valid codes, numeric data (where applicable), etc., is contained in the card. Edit criteria applied to cards can be found in the program narrative for RL010. All valid cards are placed in a file where they will be later sorted and processed. Any cards containing invalid information are placed in a separate file where they will be sorted and printed (RL030).

With a valid, sorted file of cards we are ready to update the student master file. A COBOL program (RL020) will update the master file. Certain error conditions can arise while attempting to update the master (adding a record in existence, trying to delete a record that does not exist, etc.). Error messages created by this program (as well as the edit program) can be found in the section entitled: ERROR MESSAGES. It should be noted that any one of the original five card types (A, B, C, R, or S), may create a student record. It is possible to add, change, and delete a student record on any one update. All records (except those deleted) will be printed out. This printout will be formatted in an easy-to-read fashion. It should be noted that the way the system is currently designed, if the change card type 50 is used to change a student number, this printout will come out of student number sequence. It is a possibility that such a dump of records will not be satisfactory practice. If this proves to be true, then one solution to remedy this situation would be to have a small COBOL program pull the master file apart into two files (those being updated and those not being updated). Then the update can be accomplished. The updated file will be sorted and printed and finally, this file concatenated with those original master records having no activity. An additional modification may prove to be feasible and that is to provide for a parameter card input into RL020. Such parameter card would contain a field which would allow for all records on the master file to be dumped whether or not they are updated, allow for no records to be dumped, or dump only those records updated.

A third COBOL program has been added to the system which prints all the errors detected in the edit (RL010) and update (RL020) programs. Most errors will be flagged with asterisks and shown along with a descriptive error message. Only errors in student number are 'critical'. All other errors on a card appear on the error list, the field or fields in error are blanked out, and the remainder of the card goes in to update the master file. All errors then on this report should be corrected and the entire card resubmitted on a future update.

All reports from the student master file are produced via the Boothe report writer. The 2,000 character student master updated by RL020 has not been defined to the Boothe report writer. It should take only an hour or so to define this file to the report writer. It should be noted that reports produced from this file may be a good deal more expensive because of the universal nature of the Boothe report writer. It would be of considerable savings in areas where reports are requested, say more than twice a year, to actually develop COBOL programs.

Actual printer spacing charts may not exist for all 207 reports defined to the master file. To find out what is produced check the section entitled: LISTING OF REPORTS (BOOTHE RPG) and also consult the physical description of the reports as contained in the dictionary and report specifications of each card.

USER'S MANUAL

The following section is being prepared by Jack Christensen. This will attempt to relate to the user (Western Regional Education) what has been done by Central Data Processing towards creating a student master file to be used in a Student Information System. It will briefly relate the COBOL programs and lend some particular attention to edit and update procedures to be followed.

CDP has designed and written COBOL programs which will edit cards used in the WN-REC system as well as a program to be used in creating and maintaining a student file. A third program was written and is intended to print errors detected in the edit and update programs above. WN-REC has established five card types (A, B, C, R, and S) to be used in establishing initial information on a student. The forms and methods of data collection on the above five card types has been accomplished by WN-REC so nothing will be said about the methods or forms used.* CDP will provide keypunching assistance, if required, on the punching of all data, but there will be some costs associated with this effort. Additional card types have been developed to change the information supplied by the initial five cards. Forms for these new card types are contained in the section entitled: FORMS. The new card types are 01, 02, 03, 17, 18, 50, and 99 (identifiable in columns 79-80). 01 changes A card information, 02 changes B card information, 03 changes C card information, 17 changes R card information, 18 changes S card information, 50 will allow a student number to be changed, and 99 will delete a student record from the file. All card types must have a student number in columns 1-14. All card types must have a card type in columns 79-80. In keeping with this, the current R card format should be altered such that the form ID and form date are shifted one column to the left. The same holds true for Spanish surname code in column 79 of card A (shift this code to column 78).

---

* A discussion of input format and the forms to be used is included at the end of this chapter.

An error list will be created from the edit and updating process accomplished on the student master file. See the section entitled: PRINT FORMATS for an example of what this error report will look like. This error report shows the 80 column card as it went into the system, asterisks above the field or fields in error (on most errors), and an error message or messages describing the error. If card code is invalid, obviously no processing could be accomplished with this card. If the word 'RESUBMIT' appears in the error message text, the card in error did not update the student master file. All other errors where there is no word 'RESUBMIT', only those fields with asterisks above them did not update the student master (these error fields are changed to blanks before the card updates the student master). On these errors, determine what the valid contents should be, choose the appropriate change card (01 for A card, 02 for B card, etc.,) fill in the student number, and the valid contents of those fields determined to be in error on the appropriate form. This form will then be keypunched and submitted for processing on the next update of the student master.

Card type 50 will change the student number. Code the old student number on the form, then fill in the segments of the student number that have changed. Card type 99 will delete student records from the master file simply by coding the student number on the appropriate form. Change and delete cards can be processed on the same run.

Every record added to or changed on the student master will be printed out in an easy to read format(see section entitled: PRINT FORMATS). This report will be in ascending student number sequence. If card types 50 (changing student number) were processed the affected student records will print out in their 'old' student number sequence. If this proves to be unsuitable (it very well may) it may be remedied with another COBOL program and a little different approach to the updating process. If the printout of the affected student records is to be in anything but ascending student number order, then the current updating technique must be altered.

Thus far, only simple report listings with simple control totals have been produced from the student file. These reports were produced using a programming package acquired by CDP called the BOOTHE report writer. Though handy to use, this approach to producing reports, say more than twice a year, is more expensive than if a report were produced from a specifically defined COBOL program. If it is found certain information is needed monthly, quarterly, etc., then it may be wise to consider a specific COBOL program rather than the more generalized BOOTHE report writer. A listing of all reports can be found in the section entitled: LISTING OF REPORTS (BOOTHE RPG).

PRINT FORMATS

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     WESTERN REGIONAL EDUCATION SYSTEM                                                PAGE  433
          STUDENT FILE CONTENTS                                                        06/22/7

 STUDENT NAME -        BEER          JOSEPH     SCHOOL -     BABBITT PRIMARY

 ETHNIC CODE -         WHITE                    STUDENT SEX -       MALE
 BIRTH DATE -          03/01/62                 STREET ADDRESS -    8 1160
 ZIP CODE -            89416                    ENTRY DATA DATE -   04/70

 MALE PARENT NAME -                             MALE PARENT RELAT. -
 MALE PARENT MILI. -                            FEMALE PARENT NAME - M A BEER
 FEMALE PRT. OCC. -    PROFESSIONAL             HOME DATA DATE -    09/70

 STUDENT DISTANCE -    000                      STUDENT TIME -      15
 HEARING LIMITATION -  NO                       VISION LIMITATION - NO
 OTHER LIMITATION -    NO                       HOW LIMIT. KNOWN -
 PERSONAL DATA DATE -  09/70
ANFORD ACHIEVEMENT TEST (GRADE, PERCENT, STANINE)-----------------------------------
RD STUDY  LANGUAGE  ARITH. COMPU.  ARITH. CON.  ARITH. APPLI.  SOCIAL STUDY  SCIENCE

028-34-4   029-24-4   033-36-4     026-18-3                                  043-68-6



 STUDENT NAME -        BERGMAN       WILLIAM J SCHOOL -      BABBITT PRIMARY

 ETHNIC CODE -         WHITE                    STUDENT SEX -       MALE
 BIRTH DATE -          06/26/62                 STREET ADDRESS -    8 NAD
 ZIP CODE -            89415                    ENTRY DATA DATE -   04/70

 MALE PARENT NAME -    D   BERGMAN              MALE PARENT RELAT. - NATURAL PARENT
 MALE PARENT MILI. -   YES                      FEMALE PARENT NAME - A A BERGMAN
 FEMALE PRT. OCC. -    UNEMPLOYED               HOME DATA DATE -    09/70

 STUDENT DISTANCE -    001                      STUDENT TIME -      05
 HEARING LIMITATION -  NO                       VISION LIMITATION - NO
 OTHER LIMITATION -    NO                       HOW LIMIT. KNOWN -
 PERSONAL DATA DATE -  09/70
ANFORD ACHIEVEMENT TEST (GRADE, PERCENT, STANINE)-----------------------------------
RD STUDY  LANGUAGE  ARITH. COMPU.  ARITH. CON.  ARITH. APPLI.  SOCIAL STUDY  SCIENCE

031-40-5   036-50-5   036-50-5     042-64-6                                  043-68-6
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RL020                                   WESTERN REGIONAL EDUCATION SYSTEM
                                              STUDENT FILE CONTENTS

STUDENT NUMBER -    11-204-024-402103    STUDENT NAME -      BEER         JOSEPH      SCHOOL -       BABBITT PRIMARY

 STUDENT S.S. NO. -      -  -            ETHNIC CODE -       WHITE                    STUDENT SEX -          MALE
 STUDENT COUNTY -    MINERAL             BIRTH DATE -        03/01/62                 STREET ADDRESS -       B 1160
 CITY -              BABBITT             ZIP CODE -          89416                    ENTRY DATA DATE -      04/70

 LANGUAGE CODE -     ENGLISH ONLY        MALE PARENT NAME -                           MALE PARENT RELAT. -
 MALE PARENT OCC. -                      MALE PARENT MILI. -                          FEMALE PARENT NAME - M A BEER
 FEMALE PRT. RELAT- NATURAL PARENT       FEMALE PRT. OCC. -  PROFESSIONAL             HOME DATA DATE -       09/70

 TRANS. PT. -        WALK OR RIDE BIKE   STUDENT DISTANCE -  000                      STUDENT TIME -         15
 KNOWN LIMITATION - NO                   HEARING LIMITATION - NO                      VISION LIMITATION -  NO
 LOCO. LIMITATION - NO                   OTHER LIMITATION -  NO                       HOW LIMIT. KNOWN -
 STUDENT LUNCH -     SCHOOL BOX LUNCH    PERSONAL DATA DATE - 09/70
   ---------------------------------STANFORD ACHIEVEMENT TEST (GRADE, PERCENT, STANINE)---------------------------
   WORD MEAN.   PARA. MEAN.   SPELLING   WORD STUDY  LANGUAGE  ARITH. COMPU.  ARITH. CON.  ARITH. APPLI.  SOCIAL STUDY

   037-56-5     038-54-5     030-26-4   028-34-4   029-24-4   033-36-4      026-18-3


TUDENT NUMBER -     11-204-024-402104    STUDENT NAME -      BERGMAN      WILLIAM J SCHOOL -     BABBITT PRIMARY

 STUDENT S.S. NO. -      -  -            ETHNIC CODE -       WHITE                    STUDENT SEX -          MALE
 STUDENT COUNTY -    MINERAL             BIRTH DATE -        06/26/62                 STREET ADDRESS -       B NAD
 CITY -              BABBITT             ZIP CODE -          89415                    ENTRY DATA DATE -      04/70

 LANGUAGE CODE -     ENGLISH ONLY        MALE PARENT NAME -  D   BERGMAN              MALE PARENT RELAT. - NATURAL
 MALE PARENT OCC. - PROFESSIONAL         MALE PARENT MILI. - YES                      FEMALE PARENT NAME - A A BERG
 FEMALE PRT. RELAT- NATURAL PARENT       FEMALE PRT. OCC. -  UNEMPLOYED               HOME DATA DATE -       09/70

 TRANS. PT. -        SCHOOL BUS          STUDENT DISTANCE -  001                      STUDENT TIME -         05
 KNOWN LIMITATION - NO                   HEARING LIMITATION - NO                      VISION LIMITATION -  NO
 LOCO. LIMITATION - NO                   OTHER LIMITATION -  NO                       HOW LIMIT. KNOWN -
 STUDENT LUNCH -     OTHER               PERSONAL DATA DATE - 09/70
   ---------------------------------STANFORD ACHIEVEMENT TEST (GRADE, PERCENT, STANINE)---------------------------
   WORD MEAN.   PARA. MEAN.   SPELLING   WORD STUDY  LANGUAGE  ARITH. COMPU.  ARITH. CON.  ARITH. APPLI.  SOCIAL STUDY

   040-68-6     034-42-5     057-96-9   031-40-5   036-50-5   036-50-5      042-64-6
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           WESTERN REGIONAL EDUCATION SYSTEM
              TRANSACTION ERROR LISTING

D  C O L U M N S----------------------------
333344444444445555555555666666666677777777778
678901234567890123456789012345678901234567890  ------------------ERROR MESSAGES----------------

                                       *
9020016051040                          W0969R  FORM ID - MUST BE X, Y, OR Z
                                       *
2032   029                             W0969R  FORM ID - MUST BE X, Y, OR Z
                                       *
                                       W0969R  FORM ID - MUST BE X, Y, OR Z
                                       *
1033019068047                          W0969R  FORM ID - MUST BE X, Y, OR Z
                                       *
0011010033023                          W0969R  FORM ID - MUST BE X, Y, OR Z
                                       *
7016016044039                          W0969R  FORM ID - MUST BE X, Y, OR Z

9                                           C  LUNCH TYPE - MUST BE 11, 12, 26, 36, OR 46
                                       *
9023023055036                          W0969R  FORM ID - MUST BE X, Y, OR Z
                                       *
6028020062041                          W0969R  FORM ID - MUST BE X, Y, OR Z
                                       *
1009005031017                          W0969R  FORM ID - MUST BE X, Y, OR Z
                                       *
0027015051040                          W0969R  FORM ID - MUST BE X, Y, OR Z
                                       *
9025014045031                          W0969R  FORM ID - MUST BE X, Y, OR Z
                                       *
3017010049035                          W0969R  FORM ID - MUST BE X, Y, OR Z
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RL030                                              WESTERN REGIONAL EDUCATION SYSTEM
DATE RUN  2/20/71                                      TRANSACTION ERROR LISTING

-----------------------------C A R D   C O L U M N S----------------------------
00000000011111111112222222222333333333344444444445555555555666666666677777777778
12345678901234567890123456789012345678901234567890123456789012345678901234567890  ------------------ERROR MESSAGES---
                                                                          *
14601101627C39       042026   090019020016051040                          W0969R  FORM ID - MUST BE X, Y, OR Z
                                                                          *
14601101627040       048043   127032032   029                             W0969R  FORM ID - MUST BE X, Y, OR Z
                                                                          *
14601101627041                                                            W0969R  FORM ID - MUST BE X, Y, OR Z
                                                                          *
14601101627042       049025   118031033019068047                          W0969R  FORM ID - MUST BE X, Y, OR Z
                                                                          *
14601101627043       038031   080010011010033023                          W0969R  FORM ID - MUST BE X, Y, OR Z
                                                                          *
14601101627044       029015   069017016016044039                          W0969R  FORM ID - MUST BE X, Y, OR Z
                              **
14601101627045    1000102     1 1269                                           C  LUNCH TYPE - MUST BE 11, 12, 26, 3
                                                                          *
14601101627045       050048   106019023023055036                          W0969R  FORM ID - MUST BE X, Y, OR Z
                                                                          *
14601101627046       036041   115026028020062041                          W0969R  FORM ID - MUST BE X, Y, OR Z
                                                                          *
14601101627047       044015   069071009005031017                          W0969R  FORM ID - MUST BE X, Y, OR Z
                                                                          *
14601101627048       045049   111030027015051040                          W0969R  FORM ID - MUST BE X, Y, OR Z
                                                                          *
14601101627049       036040   102029025014045031                          W0969R  FORM ID - MUST BE X, Y, OR Z
                                                                          *
14601101627050       042041   097023017010049035                          W0969R  FORM ID - MUST BE X, Y, OR Z
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                TRANSACTION ERROR LISTING

ARD  COLUMNS-----------------------------
3333333344444444445555555555666666666677777777778   -----------------ERROR MESSAGES---------------
2345678901234567890123456789012345678901234567890
                                           *
                                           W0969R  FORM ID - MUST BE X, Y, OR Z

*****************************        ******
38585 60847 38545 39766 46807         51847       S  STANFORD ACHIEVEMENT TEST - WORD MEANING
                                                     STANFORD ACHIEVEMENT TEST - PARAGRAPH MEANING
                                                     STANFORD ACHIEVEMENT TEST - SPELLING
                                                     STANFORD ACHIEVEMENT TEST - WORD STUDY
                                                     STANFORD ACHIEVEMENT TEST - LANGUAGE
                                                     STANFORD ACHIEVEMENT TEST - ARITH. COMPU.
                                                     STANFORD ACHIEVEMENT TEST - ARITH. CON
                                                     STANFORD ACHIEVEMENT TEST - SOCIAL STUDY

*****************************        ******
29223 35485 44686 38686 28264         16 42       S  STANFORD ACHIEVEMENT TEST - WORD MEANING
                                                     STANFORD ACHIEVEMENT TEST - PARAGRAPH MEANING
                                                     STANFORD ACHIEVEMENT TEST - SPELLING
                                                     STANFORD ACHIEVEMENT TEST - WORD STUDY
                                                     STANFORD ACHIEVEMENT TEST - LANGUAGE
                                                     STANFORD ACHIEVEMENT TEST - ARITH. COMPU.
                                                     STANFORD ACHIEVEMENT TEST - ARITH. CON
                                                     STANFORD ACHIEVEMENT TEST - SOCIAL STUDY

*****************************        ******
44777 63867 56887 37606 44726         58969       S  STANFORD ACHIEVEMENT TEST - WORD MEANING
                                                     STANFORD ACHIEVEMENT TEST - PARAGRAPH MEANING
                                                     STANFORD ACHIEVEMENT TEST - SPELLING
                                                     STANFORD ACHIEVEMENT TEST - WORD STUDY
                                                     STANFORD ACHIEVEMENT TEST - LANGUAGE
                                                     STANFORD ACHIEVEMENT TEST - ARITH. COMPU.
                                                     STANFORD ACHIEVEMENT TEST - ARITH. CON
                                                     STANFORD ACHIEVEMENT TEST - SOCIAL STUDY

*****************************        ******
57969 67898 51827 44908 34465         55928       S  STANFORD ACHIEVEMENT TEST - WORD MEANING
                                                     STANFORD ACHIEVEMENT TEST - PARAGRAPH MEANING
                                                     STANFORD ACHIEVEMENT TEST - SPELLING
                                                     STANFORD ACHIEVEMENT TEST - WORD STUDY
                                                     STANFORD ACHIEVEMENT TEST - LANGUAGE
                                                     STANFORD ACHIEVEMENT TEST - ARITH. COMPU.
                                                     STANFORD ACHIEVEMENT TEST - ARITH. CON
                                                     STANFORD ACHIEVEMENT TEST - SOCIAL STUDY
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RL030                                        WESTERN REGIONAL EDUCATION SYSTEM

DATE RUN  2/20/71                              TRANSACTION ERROR LISTING

----------------------------C A R D   C O L U M N S----------------------------

00000000011111111112222222222333333333344444444445555555555666666666677777777778
12345678901234567890123456789012345678901234567890123456789012345678901234567890   ------------------ERROR MESSAGES----

                                                                           *
14601101627051                                                       W0969R   FORM ID - MUST BE X, Y, OR Z

                    ***********************************           ******
15101031708001       38626 42708 38585 60847 38545 39766 46807     51847        S   STANFORD ACHIEVEMENT TEST - WORD ME
                                                                                    STANFORD ACHIEVEMENT TEST - PARAGRA
                                                                                    STANFORD ACHIEVEMENT TEST - SPELLIN
                                                                                    STANFORD ACHIEVEMENT TEST - WORD ST
                                                                                    STANFORD ACHIEVEMENT TEST - LANGUAG
                                                                                    STANFORD ACHIEVEMENT TEST - ARITH.
                                                                                    STANFORD ACHIEVEMENT TEST - ARITH.
                                                                                    STANFORD ACHIEVEMENT TEST - SOCIAL

                    ***********************************           ******
15101031703002       27163 30264 29223 35485 44686 38686 28264     16 42        S   STANFORD ACHIEVEMENT TEST - WORD ME
                                                                                    STANFORD ACHIEVEMENT TEST - PARAGRA
                                                                                    STANFORD ACHIEVEMENT TEST - SPELLIN
                                                                                    STANFORD ACHIEVEMENT TEST - WORD ST
                                                                                    STANFORD ACHIEVEMENT TEST - LANGUAG
                                                                                    STANFORD ACHIEVEMENT TEST - ARITH.
                                                                                    STANFORD ACHIEVEMENT TEST - ARITH.
                                                                                    STANFORD ACHIEVEMENT TEST - SOCIAL

                    ***********************************           ******
15101031703003       57969 50867 44777 63867 56887 37606 44726     58969        S   STANFORD ACHIEVEMENT TEST - WORD ME
                                                                                    STANFORD ACHIEVEMENT TEST - PARAGRA
                                                                                    STANFORD ACHIEVEMENT TEST - SPELLIN
                                                                                    STANFORD ACHIEVEMENT TEST - WORD ST
                                                                                    STANFORD ACHIEVEMENT TEST - LANGUAG
                                                                                    STANFORD ACHIEVEMENT TEST - ARITH.
                                                                                    STANFORD ACHIEVEMENT TEST - ARITH.
                                                                                    STANFORD ACHIEVEMENT TEST - SOCIAL

                    ***********************************           ******
15101031703004       51887 42706 57969 67898 51827 44908 34465     55928        S   STANFORD ACHIEVEMENT TEST - WORD ME
                                                                                    STANFORD ACHIEVEMENT TEST - PARAGRA
                                                                                    STANFORD ACHIEVEMENT TEST - SPELLIN
                                                                                    STANFORD ACHIEVEMENT TEST - WORD ST
                                                                                    STANFORD ACHIEVEMENT TEST - LANGUAG
                                                                                    STANFORD ACHIEVEMENT TEST - ARITH.
                                                                                    STANFORD ACHIEVEMENT TEST - ARITH.
                                                                                    STANFORD ACHIEVEMENT TEST - SOCIAL
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    WESTERN REGIONAL EDUCATION SYSTEM                                                  PAGE  68
         TRANSACTION ERROR LISTING

 M N S----------------------------

4444555555555566666666667777777778
6789012345678901234567890123456789O    -----------------ERROR MESSAGES---------------

***************          ******
999 43898 55908           62999        S   STANFORD ACHIEVEMENT TEST - WORD MEANING
                                           STANFORD ACHIEVEMENT TEST - PARAGRAPH MEANING
                                           STANFORD ACHIEVEMENT TEST - SPELLING
                                           STANFORD ACHIEVEMENT TEST - WORD STUDY
                                           STANFORD ACHIEVEMENT TFST - LANGUAGE
                                           STANFORD ACHIEVEMENT TEST - ARITH. COMPU.
                                           STANFORD ACHIEVEMENT TEST - ARITH. CON
                                           STANFORD ACHIEVEMENT TEST - SOCIAL STUDY

***************          ******
384 38686 42646           26203        S   STANFORD ACHIEVEMENT TEST - WORD MEANING
                                           STANFORD ACHIEVEMENT TEST - PARAGRAPH MEANING
                                           STANFORD ACHIEVEMENT TEST - SPELLING
                                           STANFORD ACHIEVEMENT TEST - WORD STUDY
                                           STANFORD ACHIEVEMENT TEST - LANGUAGE
                                           STANFORD ACHIEVEMENT TEST - ARITH. COMPU.
                                           STANFORD ACHIEVEMENT TEST - ARITH. CON
                                           STANFORD ACHIEVEMENT TEST - SOCIAL STUDY

***************          ******
787 40807 55908           55928        S   STANFORD ACHIEVEMENT TEST - WORD MEANING
                                           STANFORD ACHIEVEMENT TEST - PARAGRAPH MEANING
                                           STANFORD ACHIEVEMENT TEST - SPELLING
                                           STANFORD ACHIEVEMENT TEST - WORD STUDY
                                           STANFORD ACHIEVEMENT TEST - LANGUAGE
                                           STANFORD ACHIEVEMENT TEST - ARITH. COMPU.
                                           STANFORD ACHIEVEMENT TEST - ARITH. CON
                                           STANFORD ACHIEVEMENT TEST - SOCIAL STUDY

                                   *
034                                W047CR  FORM ID - MUST BE X, Y, OR Z

*********************************
545 76284 66163 74284 80425 83445 S   STANFORD ACHIEVEMENT TEST - PARAGRAPH MEANING
                                      STANFORD ACHIEVEMENT TEST - LANGUAGE
                                      STANFORD ACHIEVEMENT TFST - ARITH. COMPU.
                                      STANFORD ACHIEVEMENT TEST - ARITH. CON
                                      STANFORD ACHIEVEMENT TEST - ARITH. APPLI.
                                      STANFORD ACHIEVEMENT TEST - SOCIAL STUDY
                                      STANFORD ACHIEVEMENT TEST - SCIENCE
```

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RL030                                            WESTERN REGIONAL EDUCATION SYSTEM

DATE RUN  2/20/71                                    TRANSACTION ERROR LISTING

-----------------------------C A R D   C O L U M N S-----------------------------

00000000011111111112222222222333333333344444444445555555555666666666677777777778
12345678901234567890123456789012345678901234567890123456789012345678901234567890   -----------------ERROR MESSAGE

                  ******************************************      ******
15101031703005     69999 57928 46827 72969 75999 43898 55908      62999        S   STANFORD ACHIEVEMENT TEST - WOR
                                                                                   STANFORD ACHIEVEMENT TEST - PAR
                                                                                   STANFORD ACHIEVEMENT TEST - SPE
                                                                                   STANFORD ACHIEVEMENT TEST - WOR
                                                                                   STANFORD ACHIEVEMENT TFST - LAN
                                                                                   STANFORD ACHIEVEMENT TEST - ARI
                                                                                   STANFORD ACHIEVEMENT TEST - ARI
                                                                                   STANFORD ACHIEVEMENT TEST - SOC

                  ******************************************      ******
15101031703006     29234 29234 39626 40565 33384 38686 42646      26203        S   STANFORD ACHIEVEMENT TEST - WOR
                                                                                   STANFORD ACHIEVEMENT TEST - PAR
                                                                                   STANFORD ACHIEVEMENT TEST - SPE
                                                                                   STANFORD ACHIEVEMENT TEST - WOR
                                                                                   STANFORD ACHIEVEMENT TEST - LAN
                                                                                   STANFORD ACHIEVEMENT TEST - ARI
                                                                                   STANFORD ACHIEVEMENT TEST - ARI
                                                                                   STANFORD ACHIEVEMENT TEST - SOC

                  ******************************************      ******
15101031703007     42746 48827 39626 39545 49787 40807 55908      55928        S   STANFORD ACHIEVEMENT TEST - WOR
                                                                                   STANFORD ACHIEVEMENT TEST - PAR
                                                                                   STANFORD ACHIEVEMENT TEST - SPE
                                                                                   STANFORD ACHIEVEMENT TEST - WOR
                                                                                   STANFORD ACHIEVEMENT TEST - LAN
                                                                                   STANFORD ACHIEVEMENT TEST - ARI
                                                                                   STANFORD ACHIEVEMENT TEST - ARI
                                                                                   STANFORD ACHIEVEMENT TEST - SOC

                                                                          *
15101081708001       037043   107019014013050034                          W047OR   FORM ID - MUST BE X, Y, OR Z

                        ******            *************************************
15101081708001          86505108726        90545 76284 66163 74284 80425 83445 S   STANFORD ACHIEVEMENT TEST - PAR
                                                                                   STANFORD ACHIEVEMENT TEST - LAN
                                                                                   STANFORD ACHIEVEMENT TFST - ARI
                                                                                   STANFORD ACHIEVEMENT TEST - ARI
                                                                                   STANFORD ACHIEVEMENT TEST - ARI
                                                                                   STANFORD ACHIEVEMENT TEST - SOC
                                                                                   STANFORD ACHIEVEMENT TEST - SCI
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     WESTERN REGIONAL EDUCATION SYSTEM                                                        PAGE  6
         TRANSACTION ERROR LISTING

L U M N S----------------------------

444444445555555555666666666677777777778
234567890123456789012345678901234567890   ------------------ERROR MESSAGES----------------

                                    *
1032022                        W0470R   FORM ID - MUST BE X, Y, OR Z

 ******************      ************
  80445 54 62 69203108726 59113 55113 S   STANFORD ACHIEVEMENT TEST - PARAGRAPH MEANING
                                          STANFORD ACHIEVEMENT TEST - SPELLING
                                          STANFORD ACHIEVEMENT TEST - LANGUAGE
                                          STANFORD ACHIEVEMENT TEST - ARITH. COMPU.
                                          STANFORD ACHIEVEMENT TEST - ARITH. CON
                                          STANFORD ACHIEVEMENT TEST - SOCIA' STUDY
                                          STANFORD ACHIEVEMENT TEST - SCIENCE

                                    *
7023025                        W0470R   FORM ID - MUST BE X, Y, OR Z

 **************************************
  23 11 26 11 20 11 53 62 46 21 60143 S   STANFORD ACHIEVEMENT TEST - PARAGRAPH MEANING
                                          STANFORD ACHIEVEMENT TEST - SPELLING
                                          STANFORD ACHIEVEMENT TEST - LANGUAGE
                                          STANFORD ACHIEVEMENT TEST - ARITH. COMPU.
                                          STANFORD ACHIEVEMENT TEST - ARITH. CON
                                          STANFORD ACHIEVEMENT TEST - ARITH. APPLI.
                                          STANFORD ACHIEVEMENT TEST - SOCIAL STUDY
                                          STANFORD ACHIEVEMENT TEST - SCIENCE

                                    *
3042029                        W0470R   FORM ID - MUST BE X, Y, OR Z

 **************************************
  55113 64163 54 62 74284 70264 67244 S   STANFORD ACHIEVEMENT TEST - PARAGRAPH MEANING
                                          STANFORD ACHIEVEMENT TEST - SPELLING
                                          STANFORD ACHIEVEMENT TEST - LANGUAGE
                                          STANFORD ACHIEVEMENT TEST - ARITH. COMPU.
                                          STANFORD ACHIEVEMENT TEST - ARITH. CON
                                          STANFORD ACHIEVEMENT TEST - ARITH. APPLI.
                                          STANFORD ACHIEVEMENT TEST - SOCIAL STUDY
                                          STANFORD ACHIEVEMENT TEST - SCIENCE
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RL030                                                   WESTERN REGIONAL EDUCATION SYSTEM

DATE RUN  2/20/71                                           TRANSACTION ERROR LISTING

-----------------------------C A R D  C O L U M N S-------------------------------

C000000001111111111222222222233333333334444444444555555555566666666667777777777 8
1234567890123456789012345678901234567890123456789012345678901234567890123456789 0  -------------------ERROR MESSAGES--

                                                                            *
15101081708002      026039   100010015021032022                           W0470R  FORM ID - MUST BE X, Y, OR Z

                        ************       *******************     ************
15101081708002           65203 99626        80445 54 62 69203108726 59113 55113 S  STANFORD ACHIEVEMENT TEST - PARAGR
                                                                                   STANFORD ACHIEVEMENT TEST - SPELLI
                                                                                   STANFORD ACHIEVEMENT TEST - LANGUA
                                                                                   STANFORD ACHIEVEMENT TEST - ARITH.
                                                                                   STANFORD ACHIEVEMENT TEST - ARITH.
                                                                                   STANFORD ACHIEVEMENT TEST - SOCIAL
                                                                                   STANFORD ACHIEVEMENT TEST - SCIENC

                                                                            *
15101081708003      006017   037002001007023025                           W0470R  FORM ID - MUST BE X, Y, OR Z

                        ***********        ************************************
15101081708003           27 11 54 82        23 11 26 11 20 11 53 62 46 21 60143 S  STANFORD ACHIEVEMENT TEST - PARAGRA
                                                                                   STANFORD ACHIEVEMENT TEST - SPELLI
                                                                                   STANFORD ACHIEVEMENT TEST - LANGUA
                                                                                   STANFORD ACHIEVEMENT TEST - ARITH.
                                                                                   STANFORD ACHIEVEMENT TEST - ARITH.
                                                                                   STANFORD ACHIEVEMENT TEST - ARITH.
                                                                                   STANFORD ACHIEVEMENT TEST - SOCIAL
                                                                                   STANFORD ACHIEVEMENT TEST - SCIENC

                                                                            *
 5101081708004      018017   075015009013042029                           W0470R  FORM ID - MUST BE X, Y, OR Z

                        ************       ************************************
15101081708004           53102 54 82        55113 64163 54 62 74284 70264 67244 S  STANFORD ACHIEVEMENT TEST - PARAGRA
                                                                                   STANFORD ACHIEVEMENT TEST - SPELLI
                                                                                   STANFORD ACHIEVEMENT TEST - LANGUA
                                                                                   STANFORD ACHIEVEMENT TEST - ARITH.
                                                                                   STANFORD ACHIEVEMENT TEST - ARITH.
                                                                                   STANFORD ACHIEVEMENT TEST - ARITH.
                                                                                   STANFORD ACHIEVEMENT TEST - SOCIAL
                                                                                   STANFORD ACHIEVEMENT TEST - SCIENC
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        WESTERN REGIONAL EDUCATION SYSTEM
            TRANSACTION ERROR LISTING

L U M N S-----------------------------
444444445555555555666666666677777777778
234567890123456789012345678901234567890   ------------------ERROR MESSAGES--------------
                                   *
7048032                            W047CR  FORM ID - MUST BE X, Y, OR Z

 ************************************
  59143 60113 78344 85465 78384 76364 S     STANFORD ACHIEVEMENT TEST - PARAGRAPH MEANING
                                            STANFORD ACHIEVEMENT TEST - SPELLING
                                            STANFORD ACHIEVEMENT TEST - LANGUAGE
                                            STANFORD ACHIEVEMENT TEST - ARITH. COMPU.
                                            STANFORD ACHIEVEMENT TEST - ARITH. CON
                                            STANFORD ACHIEVEMENT TEST - ARITH. APPLI.
                                            STANFORD ACHIEVEMENT TEST - SOCIAL STUDY
                                            STANFORD ACHIEVEMENT TEST - SCIENCE
                                   *
5053037                            W047CR  FORM ID - MUST BE X, Y, OR Z

 ************************************
  79425 62143 76284 79344 86505 96585 S     STANFORD ACHIEVEMENT TEST - SPELLING
                                            STANFORD ACHIEVEMENT TEST - LANGUAGE
                                            STANFORD ACHIEVEMENT TEST - ARITH. COMPU.
                                            STANFORD ACHIEVEMENT TEST - ARITH. CON
                                            STANFORD ACHIEVEMENT TEST - ARITH. APPLI.
                                            STANFORD ACHIEVEMENT TEST - SOCIAL STUDY
                                            STANFORD ACHIEVEMENT TEST - SCIENCE
                                   ****
13046034                           W969R   FORM ID - MUST BE X, Y, OR Z
```

```
RL030                                                   WESTERN REGIONAL EDUCATION SYSTEM
DATE RUN  2/20/71                                          TRANSACTION ERROR LISTING

-----------------------------C A R D  C O L U M N S-----------------------------
00000000011111111112222222222333333333344444444445555555555666666666677777777778     ------------------ERROR MESSAGES-
12345678901234567890123456789012345678901234567890123456789012345678901234567890
                                                                          *
15101081708005      029020   0790130190170480 32                          W047CR    FORM ID - MUST BE X, Y, OR Z
                       ************      ***********************************
15101081708005          70264 62163       59143 60113 78344 85465 78384 76364 S     STANFORD ACHIEVEMENT TEST - PARAG
                                                                                    STANFORD ACHIEVEMENT TEST - SPELL
                                                                                    STANFORD ACHIEVEMENT TEST - LANGU
                                                                                    STANFORD ACHIEVEMENT TEST - ARITH
                                                                                    STANFORD ACHIEVEMENT TEST - ARITH
                                                                                    STANFORD ACHIEVEMENT TEST - ARITH
                                                                                    STANFORD ACHIEVEMENT TEST - SOCIA
                                                                                    STANFORD ACHIEVEMENT TEST - SCIEN
                                                                          *
15101081708006      041038   099014018015053037                           W047CR    FORM ID - MUST BE X, Y, OR Z
                             ******      ***********************************
15101081708006         102646 96606       79425 62143 76284 79344 86505 96585 S     STANFORD ACHIEVEMENT TEST - SPELL
                                                                                    STANFORD ACHIEVEMENT TEST - LANGU
                                                                                    STANFORD ACHIEVEMENT TEST - ARITH
                                                                                    STANFORD ACHIEVEMENT TEST - ARITH
                                                                                    STANFORD ACHIEVEMENT TEST - ARITH
                                                                                    STANFORD ACHIEVEMENT TEST - SOCIA
                                                                                    STANFORD ACHIEVEMENT TEST - SCIEN
                                                                          ****
15501101710001      037044   103025018013046034                           W969R     FORM ID - MUST BE X, Y, OR Z
```

SOME SAMPLE REPORTS

```
COUNTY: 01                                ETHNIC GROUPING AS REPORTED TO WN-REC                              (REDRP001)    5/2
   SCHOOL: 01203
   ETHNIC GROUP: OTHER
   STUDENT
   NUMBER                 NAME              SEX       ADDRESS              CITY                      ZIP        BIRTH
                                                                                                     CODE       DATE
01203038023060    F          DORA            F     W FRONT ST         FALLON                     89406      03/15/61
01203037023005    G          DIANA    E      F     AIR FRC HSNG       FALLON                     89406      11/07/61
01203037023018    O          LYDIA    A      F     615 HUMBOLDT       FALLON                     89406      04/17/61
   ETHNIC TOTAL:     3
 SCHOOL TOTALS:  BLACK -     1  INDIAN -    9  SPANISH-AMERICAN -    0  ORIENTAL -     3  OTHER -     3
 COUNTY TOTALS:  BLACK -     4  INDIAN -   17  SPANISH-AMERICAN -    1  ORIENTAL -     5  OTHER -     6
```

```
      ADDRESS                CITY               ZIP        BIRTH       SPANISH
                                                CODE       DATE        SURNAME

    W FRONT ST            FALLON               89406      03/15/61        1
    AIR FRC HSNG          FALLON               89406      11/07/61        1
    615 HUMBOLDT          FALLON               89406      04/17/61        1

NISH-AMERICAN -     0  ORIENTAL -     3  OTHER -      3
NISH-AMERICAN -     1  ORIENTAL -     5  OTHER -      6
```

```
                                     SPANISH-AMERICAN SURNAME AS INTERPRETED BY WN-REC              (REDRP002)   5/29

COUNTY: 01
   SCHOOL: 01301
                                                                                                       ZIP        BI
   STUDENT                   NAME                    SEX       ADDRESS             CITY                CODE       DA
   NUMBER

01301103040103     BONNER      SHARON                 F                            01                  89406      09/10
01301104040155     BYE         ADELBERTL              M      RT 2 BOX 34           FALLON              89406      04/08
01301106040271     SANCHES     ALBERT  M              M      PO BOX 152            FALLON              89406      10/17
 SCHOOL TOTALS: -  3
 COUNTY TOTALS: -  3
```

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SH-AMERICAN SURNAME AS INTERPRETED BY WN-REC              (REDRP002)   5/29/70 PAGE   12


   SEX        ADDRESS               CITY               ZIP          BIRTH
                                                       CODE         DATE

    F                           01                     89406       09/10/54
    M      RT 2 BOX 34          FALLON                 89406       04/08/55
    M      PO BOX 152           FALLON                 89406       10/17/55
```

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                                              ETHNIC GROUPING AS REPORTED TO WN-REC                     (REDRPD3A)   5/2
COUNTY: 01
   SCHOOL: 01203
   STUDENT                                                                              ZIP      BIRTH          ETHNIC
   NUMBER                NAME              SEX      ADDRESS         CITY                CODE     DATE           GROUP

01203037023001     A          ROSABEL        F    729A CAPEHRT    FALLON                89406    02/03/61    ORIENTAL
01203038023051     A          LORETTA        F    DODGE I RNCH    FALLON                89406    03/26/61    INDIAN
01203039023102     A          JOANNA         F    RESERVATION     FALLON                89406    12/08/60    INDIAN
01203038023052     B          MARY      L    F    GRAHAM LANE     FALLON                89406    10/07/61    INDIAN
01203037023002     B          NADINE    G    F    388E CENTER     FALLON                89406    07/13/61    INDIAN
01203039023103     B          RYAN           M    340 E FRONT     FALLON                89406    03/12/60
01203038023058     D          BOBBY     J    M    AGENCY RD       FALLON                89406    05/09/60    INDIAN
01203039023104     O          TERRY               290 S EAST      FALLON                89406    07/09/59
01203038023060     F          DORA           F    W FRONT ST      FALLON                89406    03/15/61    OTHER
01203037023005     G          DIANA     E    F    AIR FRC HSNG    FALLON                89406    11/07/61    OTHER
01203037023006     G          JANICE    D    F    1305 EAST ST    FALLON                89406    02/20/61    INDIAN
01203038023061     G          SANDRA    D    F    340E FRONT S    FALLON                89406    02/02/61    INDIAN
01203037023007     H          BRENDA    E    F    INDIAN COL      FALLON                89406    12/19/60    INDIAN
01203037023011     K          ERIC      K    M    598 HUMBOLDT    FALLON                89406    09/04/61    ORIENTAL
01203037023013     M          ANGELO    F    M    711B CAPEHRT    FALLON                89406    08/02/61    ORIENTAL
01203037023018     O          LYDIA     A    F    615 HUMBOLDT    FALLON                89406    04/17/61    OTHER
01203038023077     V          TRACEY    L    F    NEVADA ST       FALLON                89406    12/30/60    INDIAN
01203037023028     W          MYRAN     C    M    CAPEHRT NAAS    FALLON                89406    05/29/61    BLACK
 SCHOOL TOTALS:    BLACK -       1  INDIAN -      9  SPANISH-AMERICAN -     0  ORIENTAL -      3  OTHER -      3
 COUNTY TOTALS:    BLACK -       4  INDIAN -     17  SPANISH-AMERICAN -     1  ORIENTAL -      5  OTHER -      6
```

EX	ADDRESS	CITY	ZIP CODE	BIRTH DATE	ETHNIC GROUP	SPANISH SURNAME
	729A CAPEHRT	FALLON	89406	02/03/61	ORIENTAL	
	DODGE I RNCH	FALLON	89406	03/26/61	INDIAN	
	RESERVATION	FALLON	89406	12/08/60	INDIAN	
	GRAHAM LANE	FALLON	89406	10/07/61	INDIAN	
	388E CENTER	FALLON	89406	07/13/61	INDIAN	
	340 E FRONT	FALLON	89406	03/12/60		
	AGENCY RD	FALLON	89406	05/09/60	INDIAN	
	290 S EAST	FALLON	89406	07/09/59		
	W FRONT ST	FALLON	89406	03/15/61	OTHER	1
	AIR FRC HSNG	FALLON	89406	11/07/61	OTHER	1
	130S EAST ST	FALLON	89406	02/20/61	INDIAN	
	340E FRONT S	FALLON	89406	02/02/61	INDIAN	
	INDIAN COL	FALLON	89406	12/19/60	INDIAN	
	598 HUMBOLDT	FALLON	89406	09/04/61	ORIENTAL	
	711B CAPEHRT	FALLON	89406	08/02/61	ORIENTAL	1
	615 HUMBOLDT	FALLON	89406	04/17/61	OTHER	1
	NEVADA ST	FALLON	89406	12/30/60	INDIAN	
	CAPEHRT NAAS	FALLON	89406	05/29/61	BLACK	

9 SPANISH-AMERICAN - 0 ORIENTAL - 3 OTHER - 3

7 SPANISH-AMERICAN - 1 ORIENTAL - 5 OTHER - 6

```
COUNTY: CHURCHILL                                   CLASS LISTING BY WN-REC                                  (REDRP008)   5
   SCHOOL: 01202
   GRADE: 03
   SECTION: 6
STUDENT NUMBER               NAME                  ETHNIC GROUP     SEX     ADDRESS              CITY                ZIP CODE

01202036010267     M              ARTHUR   R     WHITE               M    707A CAPEHRT        FALLON                89406
01202036010268     M              ROBERT   A     WHITE               M    560 W B ST          FALLON                89406
01202036010269     N              TAMMY    K     WHITE               F    295 S TAYLOR        FALLON                89406
01202036010270     P              TIM      M     WHITE               M    WORKMAN RD          FALLON                89406
01202036010271     R              DEBORAH L      WHITE               F    RT 1 BOX 601        FALLON                89406
01202036010272     S              JOE      E     WHITE               M    852 WEAVER R        FALLON                89406
01202036010273     T              LESLIE   R     WHITE               F    11511 FULKRS        FALLON                89406
01202036010274     W              LYNNETTER      WHITE               F    S MAIN TR CT        FALLON                89406
01202036010275     Z              FRANK    D     WHITE               M    516A PUB QTR        FALLON                89406
   SECTION TOTALS:      25
   GRADE TOTALS:     150
   SCHOOL TOTALS:     150
   COUNTY TOTALS:     219
```

ETHNIC GROUP	SEX	ADDRESS	CIT.	ZIP CODE	BIRTH DATE
WHITE	M	707A CAPEHRT	FALLON	89406	08/13/61
WHITE	M	560 W B ST	FALLON	89406	10/03/61
WHITE	F	295 S TAYLOR	FALLON	89406	03/03/61
WHITE	M	WORKMAN RD	FALLON	89406	04/17/60
WHITE	F	RT 1 BOX 601	FALLON	89406	02/11/61
WHITE	M	852 WEAVER R	FALLON	89406	04/23/61
WHITE	F	11511 FULKRS	FALLON	89406	12/27/60
WHITE	F	S MAIN TR CT	FALLON	89406	10/24/60
WHITE	M	516A PUB QTR	FALLON	89406	05/01/59

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COUNTY: CHURCHILL                                    COUNTY LISTING BY WN-REC                              (REDRP014)    5/
STUDENT NUMBER         NAME                ETHNIC GRP      SEX       CITY        ZIP CODE BIRTH DATE              SCHOOL

01202034010168    W           CAROL   A INDIAN              F    FALLON           89406    08/10/60   01202
01202031010023    W           JULIE   A INDIAN              F    FALLON           89406    04/14/61   01202
01203037023028    W           MYRAN   C BLACK               M    FALLON           89406    05/29/61   OATS PARK
01203038023078    W           PAMELA  K WHITE               F    HAZEN            89417    08/16/61   OATS PARK
01202031010024    W           PATRICK E WHITE               M    FALLON           89406    06/05/61   01202
01202034010169    W           ROBERT  J WHITE               M    FALLON           89406    01/19/61   01202
01202031010025    W           KERRY   A WHITE               M    FALLON           89406    10/09/60   01202
01203037023029    W           WADE    W WHITE               M    FALLON           89406    06/06/61   OATS PARK
01202034010170    Y           BRET    O WHITE               M    FALLON           89406    02/06/61   01202
01202036010275    Z           FRANK   D WHITE               M    FALLON           89406    05/01/59   01202
   COUNTY TOTAL:     219
```

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     COUNTY LISTING BY WN-REC                              (REDRP014)   5/27/70 PAGE   12
HNIC GRP      SEX      CITY       ZIP CODE BIRTH DATE              SCHOOL             GRP SECT

N              F   FALLON           89406   08/10/60   01202                           03   4
N              F   FALLON           89406   04/14/61   01202                           03   1
               M   FALLON           89406   05/29/61   OATS PARK                       03   7
               F   HAZEN            89417   08/16/61   OATS PARK                       03   8
               M   FALLON           89406   06/05/61   01202                           03   1
               M   FALLON           89406   01/19/61   01202                           03   4
               M   FALLON           89406   10/09/60   01202                           03   1
               M   FALLON           89406   06/06/61   OATS PARK                       03   T
               M   FALLON           89406   02/06/61   01202                           03   4
               M   FALLON           89406   05/01/59   01202                           03   6
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                                                    SCHOOL LISTING BY WN-REC                        (REDRP020)   5/27
COUNTY: CHURCHILL
   SCHOOL: 01202
STUDENT NUMBER              NAME              ETHNIC GROUP    SEX   ADDRESS          CITY        ZIP CODE  BIRTH DATE    GRAD

01202031010023   W               JULIE    A  INDIAN           F  RT 2 BOX 687 FALLON         89406     04/14/61      03
01202031010024   W               PATRICK  E  WHITE            M  485 W 5TH ST FALLON         89406     06/05/61      03
01202034010169   W               ROBERT   J  WHITE            M  S MN STOPSHP FALLON         89406     01/19/61      03
01202031010025   W               KERRY    A  WHITE            M  BOX 151      FALLON         89406     10/09/60      03
01202034010170   Y               BRET     O  WHITE            M  3225 TESTOLN FALLON         89406     02/06/61      03
01202036010275   Z               FRANK    C  WHITE            M  516A PUB QTR FALLON         89406     05/01/59      03
   SCHOOL TOTAL:     150
   COUNTY TOTAL:     219
```

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        SCHOOL LISTING BY WN-REC                            (REDRP020)   5/27/70 PAGE   13

ETHNIC GROUP    SEX   ADDRESS          CITY       ZIP CODE  BIRTH DATE    GRADE   SECTION

DIAN             F  RT 2 BOX 687 FALLON            89406      04/14/61      03       1
ITE              M  485 W 5TH ST FALLON            89406      06/05/61      03       1
ITE              M  S MN STOPSHP FALLON            89406      01/19/61      03       4
ITE              M  BOX 151      FALLON            89406      10/09/60      03       1
ITE              M  3225 TESTOLN FALLON            89406      02/06/61      03       4
ITE              M  516A PUB QTR FALLON            89406      05/01/59      03       6
```

2C1

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COUNTY: CHURCHILL                                    OVER-AGE LISTING BY WN-REC                           IREDRPO24:   5/26
   SCHOOL: 01202
STUDENT NUMBER          NAME               ETHNIC GROUP   SEX   ADDRESS           CITY       ZIP CODE  BIRTH DATE    GRADE

01202034010156    F          DENNIS   M  ORIENTAL         M  PUBLIC QTRS  FALLON         89406      09/16/59       03
01202035010224    R          JOE      S  WHITE            M  SCHINDLER RD FALLON         89406      12/28/59       03
01202036010275    Z          FRANK    O  WHITE            M  516A PUB QTR FALLON         89406      05/01/59       03
   SCHOOL TOTAL:        3
   COUNTY TOTAL:        7
   OVER-AGE LISTING BY WN-REC                         (REDRP026)   5/26/70 PAGE    2

IC GROUP   SEX   ADDRESS          CITY        ZIP CODE  BIRTH DATE    GRADE   SECTION

AL          M  PUBLIC QTRS  FALLON            89406     09/16/59       03        4
            M  SCHINDLER RD FALLON            89406     12/28/59       03        5
            M  516A PUB QTR FALLON            89406     05/01/59       03        6
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COUNTY: CHURCHILL                  PARTIAL STUDENT PROFILE AS REPORTED TO NN-REC                (REDRP050)   5/2
                                                                                               MALE  FEM    TME LEA
STUDENT NUMBER       NAME          ETM GRP SEX       CITY       B. DATE     SCHOOL     GR SEC L PARNT PARNT T MIN  LI

01202033010101 A       ANNA     R W         F  FALLON       04/21/61 01202          033    1 A 1 2 A 1 5 4 45 1 1
01202033010101 A       ANNA     R W         F  FALLON       04/21/61 01202          033    1 A 1 2 A 1 5 4 45 1 1
01203039023101 A       DARLENE M W          F  FALLON       02/22/56 OATS PARK      039    1 A 1 5 A 1 5 2 10 2
01203039023101 A       DARLENE M W          F  FALLON       02/22/56 OATS PARK      039    1 A 1 5 A 1 5 2 10 2
01202033010102 A       JANA     D W         F  FALLON       09/19/61 01202          033    1 A 1 1 A 1 5 4 20 111
01202033010102 A       JANA     D W         F  FALLON       09/19/61 01202          033    1 A 1 1 A 1 5 4 20 111
01202033010103 A       TERESA   L W         F  FALLON       12/03/61 01202          033    1 A 1 3 A 1 3 4 15 2
01202033010103 A       TERESA   L W         F  FALLON       12/03/61 01202          033    1 A 1 3 A 1 3 4 15 2
01202035010201 A       ANITA    L W         F  FALLON       12/13/61 01202          035    2 A 1 2 A 1 3 4 10 2
01202035010201 A       ANITA    L W         F  FALLON       12/13/61 01202          035    2 A 1 2 A 1 3 4 10 2
01203037023001 A       ROSABEL    ORIENTL   F  FALLON       02/03/61 OATS PARK      037    2 A 1 3 A 1 5 4 30 2
01203037023001 A       ROSABEL    ORIENTL   F  FALLON       02/03/61 OATS PARK      037    2 A 1 3 A 1 5 4 30 2
01202035010202 A       DEBBIE   F W         F  FALLON       07/26/61 01202          035    1 A 1 3 A 1 5 4 20 2
01202035010202 A       DEBBIE   F W         F  FALLON       07/26/61 01202          035    1 A 1 3 A 1 5 4 20 2
01202036010251 A       CLIFFORDR W          M  FALLON       05/02/61 01202          036    2 A 1 3 A 1 5 4 10 1 1
01202036010251 A       CLIFFORDR W          M  FALLON       05/02/61 01202          036    2 A 1 3 A 1 5 4 10 1 1
01203038023051 A       LORETTA    I         F  FALLON       03/26/61 OATS PARK      038    2 A 1 4 A 1 5 4 25 2
01203038023051 A       LORETTA    I         F  FALLON       03/26/61 OATS PARK      038    2 A 1 4 A 1 5 4 25 2
01202036010252 A       STACEY   L W         F  FALLON       10/03/61 01202          036    1 A 1 3 A 1 5 4 20 2
01202036010252 A       STACEY   L W         F  FALLON       10/03/61 01202          036    1 A 1 3 A 1 5 4 20 2
01203039023102 A       JOANNA     I         F  FALLON       12/08/60 OATS PARK      039    1 A 1 4 A 1 4 4 30 1 1
01203039023102 A       JOANNA     I         F  FALLON       12/08/60 OATS PARK      039    1 A 1 4 A 1 4 4 30 1 1
01202033010104 A       MARTIN   J I         M  FALLON       12/08/61 01202          033    1 A 1 5 A 1 4 4 45 2
01202033010104 A       MARTIN   J I         M  FALLON       12/08/61 01202          033    1 A 1 5 A 1 4 4 45 2
01202033010105 A       RICKY    T W         M  FALLON       02/16/61 01202          033    1 A 1 3 A 1 5 2 10 2
01202033010105 A       RICKY    T W         M  FALLON       02/16/61 01202          033    1 A 1 3 A 1 5 2 10 2
01202032010051 A       MICHELE M W          F  FALLON       04/27/61 01202          032    1 A 1 3 A 1 5 4 20 2
01202032010051 A       MICHELE M W          F  FALLON       04/27/61 01202          032    1 A 1 3 A 1 5 4 20 2
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  PARTIAL STUDENT PROFILE AS REPORTED TO HN-REC                 (REDRP050)   5/29/7C PAGE
                                                          MALE  FEM      THE LEARN LCH STANT
H GRP SEX        CITY          B. DATE    SCHOOL     GR SEC L PARNT PARNT T MIN  LIM  TYP PA  AR

       F  FALLON              04/21/61 01202          033   1 A 1 2 A 1 5 4 45 1 1   4 2
       F  FALLON              04/21/61 01202          033   1 A 1 2 A 1 5 4 45 1 1   4 2
       F  FALLON              02/22/56 OATS PARK      039   1 A 1 5 A 1 5 2 10 2       3
       F  FALLON              02/22/56 OATS PARK      039   1 A 1 5 A 1 5 2 10 2       3
       F  FALLON              09/19/61 01202          033   1 A 1 1 A 1 5 4 20 111     2
       F  FALLON              09/19/61 01202          033   1 A 1 1 A 1 5 4 20 111     2
       F  FALLON              12/03/61 01202          033   1 A 1 3 A 1 3 4 15 2       12
       F  FALLON              12/03/61 01202          033   1 A 1 3 A 1 3 4 15 2       12
       F  FALLON              12/13/61 01202          035   2 A 1 2 A 1 3 4 10 2       12
       F  FALLON              12/13/61 01202          035   2 A 1 2 A 1 3 4 10 2       12
IENTL  F  FALLON              02/03/61 OATS PARK      037   2 A 1 3 A 1 5 4 30 2       2
IENTL  F  FALLON              02/03/61 OATS PARK      037   2 A 1 3 A 1 5 4 30 2       2
       F  FALLON              07/26/61 01202          035   1 A 1 3 A 1 5 4 20 2       2
       F  FALLON              07/26/61 01202          035   1 A 1 3 A 1 5 4 20 2       2
       M  FALLON              05/02/61 01202          036   2 A 1 3 A 1 5 4 10 1 1     2
       M  FALLON              05/02/61 01202          036   2 A 1 3 A 1 5 4 10 1 1     2
       F  FALLON              03/26/61 OATS PARK      038   2 A 1 4 A 1 5 4 25 2       11
       F  FALLON              03/26/61 OATS PARK      038   2 A 1 4 A 1 5 4 25 2       11
       F  FALLON              10/03/61 01202          036   1 A 1 3 A 1 5 4 20 2       2
       F  FALLON              10/03/61 01202          036   1 A 1 3 A 1 5 4 20 2       2
       F  FALLON              12/08/60 OATS PARK      039   1 A 1 4 A 1 4 4 30 1 1     2
       F  FALLON              12/08/60 OATS PARK      039   1 A 1 4 A 1 4 4 30 1 1     2
       M  FALLON              12/08/61 01202          033   1 A 1 5 A 1 4 4 45 2       2
       M  FALLON              12/08/61 01202          033   1 A 1 5 A 1 4 4 45 2       2
       M  FALLON              02/16/61 01202          033   1 A 1 3 A 1 5 2 10 2       12
       M  FALLON              02/ /61 01202           033   1 A 1 3 A 1 5 2 10 2       12
       F  FALLON              04    61 01202          032   1 A 1 3 A 1 5 4 20 2       2
       F  FALLON              04/27/61 01202          032   1 A 1 3 A 1 5 4 20 2       2
       F  FALLON              05/29/61 01202          032   2 A 1 2 A 1 5 4 20 2       2
```

COUNTY: CHURCHILL   STUDENTS WHOSE PARENTS ARE IN MILITARY SERVICE AS REPORTED TO WN-REC   (REDPRO56)   6/06/

STUDENT NUMBER		NAME		ETHNIC GROUP	SCHOOL	SEX	ADDRESS	CITY	ZIP CODE	BIRTH DATE
01202034010162	P	DAVID	J	WHITE	01202	M	731A CAPEHRT	FALLON	89406	06/13/61
01203037023021	S	JACKLEEN	A	WHITE	OATS PARK	F	RT2 BOX 194	FALLON	89406	04/18/61
01202033010127	S	CARLENE	D	WHITE	01202	F	3251 SHECKLR	FALLON	89406	10/05/60
01202034010165	S	JAMES	D	WHITE	01202	M	HAPPY VALLEY	FALLON	89406	04/18/60
01202034010166	S	MARTY	P	WHITE	01202	M	540 NADINE	FALLON	89406	05/14/61
01203038023075	S	TIM	N	WHITE	OATS PARK	M	CAPEHRT HSNG	FALLON	89406	08/26/61
01202033010128	T	VICTORIA	P	OTHER	01202	F	517B PUB QTR	FALLON	89406	08/16/60
01202034010167	T	KERRY	D	WHITE	01202	M	738A CAPEHRT	FALLON	89406	05/20/61
01202031010022	W	WANDA	M	WHITE	01202	F	340 W FIRST	FALLON	89406	10/22/60
01202031010024	W	PATRICK	E	WHITE	01202	M	485 W 5TH ST	FALLON	89406	06/05/61
01202036010275	Z	FRANK	D	WHITE	01202	M	516A PUB QTR	FALLON	89406	05/01/59
COUNTY TOTALS	39									

HOSE PARENTS ARE IN MILITARY SERVICE AS REPORTED TO WN-REC (REDPRO56) 6/06/70 PAGE 2

ETHNIC GROUP	SCHOOL	SEX	ADDRESS	CITY	ZIP CODE	BIRTH DATE	STAN%	
							PA	AR
WHITE	01202	M	731A CAPEHRT	FALLON	89406	06/13/61		
WHITE	OATS PARK	F	RT2 BOX 194	FALLON	89406	04/18/61		
WHITE	01202	F	3251 SHECKLR	FALLON	89406	10/05/60		
WHITE	01202	M	HAPPY VALLEY	FALLON	89406	04/18/60		
WHITE	01202	M	540 NADINE	FALLON	89406	05/14/61		
WHITE	OATS PARK	M	CAPEHRT HSNG	FALLON	89406	08/26/61		
OTHER	01202	F	517B PUB QTR	FALLON	89406	08/16/60		
WHITE	01202	M	738A CAPEHRT	FALLON	89406	05/20/61		
WHITE	01202	F	340 W FIRST	FALLON	89406	10/22/60		
WHITE	01202	M	485 W 5TH ST	FALLON	89406	06/05/61		
WHITE	01202	M	516A PUB QTR	FALLON	89406	05/01/59		

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COUNTY: CHURCHILL            STUDENTS WHOSE PARENTS ARE IN MILITARY SERVICE AS REPORTED TO WN-REC    (REDPRO58)   6/06/
   SCHOOL: CATS PARK

STUDENT NUMBER              NAME                ETHNIC GROUP      SEX     ADDRESS             CITY          ZIP CODE   BIRTH
                                                                                                                       DATE

012030370230O5   G             DIANA    E    OTHER               F    AIR FRC HSNG    FALLON              89406    11/07/61

01203037023012   L             TIM      W    WHITE               M    735 CAPEHART    FALLON              89406    08/30/60
01203038023068   P             SANDRA   L    WHITE               F    7528 CAPEHRT    FALLON              89406    03/27/61
01203037023021   S             JACKLEENA     WHITE               F    RT2 BOX 194     FALLON              89406    04/18/61
01203038023075   S             TIM      N    WHITE               M    CAPEHRT HSNG    FALLON              89406    08/26/61
 SCHOOL TOTALS:       5
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DENTS WHCSE PARENTS ARE IN MILITARY SERVICE AS REPORTED TO WN-REC    (REDPRO58)   6/06/70 PAGE    1

                                                                                 BIRTH        STANZ
               ETHNIC GROUP      SEX     ADDRESS              CITY        ZIP CODE    DATE       PA   AR

NA    E    OTHER                  F    AIR FRC HSNG    FALLON             89406    11/07/61

      N    WHITE                  M    735 CAPEHART    FALLON             89406    08/30/60
DRA   L    WHITE                  F    7528 CAPEHRT    FALLON             89406    03/27/61
KLEENA     WHITE                  F    RT2 BOX 194     FALLON             89406    04/18/61
      N    WHITE                  M    CAPEHRT HSNG    FALLON             89406    08/26/61
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COUNTY :  CHURCHILL           PARENTAL RELATIONSHIP BY COUNTY     AS REPORTED TO WN-REC  REDRP175                   9/03
                 MALE PARENT          STEP PARENT

                                                                                                    MALE     FEM     LEARN   S
STUDENT NUMBER           NAME           ETH GRP SEX        CITY        B. DATE     SCHOOL      GR SEC  PARENT  PARENT    LIM    P

0120303702302б V            STEVEN   J W         M  FALLON         07/08/61 OATS PARK     0  37   W 2 3   W 1 5   2
01202031010022 W            WANDA    M W         F  FALLON         10/22/60 01202         0  01   W 1 3   W 1 3   1 1  4
01203037023027 W            DENNIS   T W         M  FALLON         03/03/61 OATS PARK     0  37   W 1 3   W 1 5   2
01301104040176 W            JIM      P W         M  STILLWATER     03/28/55 BEST JR HI    1  04   W 1 2   W 1 5   2           1
01301101040030 W            MARYAN   K W         F  FALLON         10/25/55 BEST JR HI    1  01   W 1 2   W 1 5   2           5
01301102040078 W            ROGER    B W         M  FALLON         04/06/55 BEST JR HI    1  02   W 1 3   W 1 1   2           8
01301106040280 W            DAVID    H W         M  FALLON         06/02/55 BEST JR HI    1  06           W 1 2   2           0
01202036010274 W            LYNNETTER  W         F  FALLON         10/24/60 01202         0  36           W 3 4   1 1  4
01202034010168 W            CAROL    A I         F  FALLON         08/10/60 01202         0  34   W 1 4   W 1 4   2
01202031010023 W            JULIE    A I         F  FALLON         04/14/61 01202         0  36   W 1 3   W 1 4   1 1
01203037023028 W            MYRAN    C BLACK     M  FALLON         05/29/61 OATS PARK     0  37   W 1 1   W 1 5   11
01203038023078 W            PAMELA   K W         F  HAZEN          08/16/61 OATS PARK     0  38   W 1 3   W 1 5   2
01202031010024 W            PATRICK  E W         M  FALLON         06/05/61 01202         0  31   W 1 1   W 1 1   2
01301101040031 W            ELVA     M W         F  FALLON         10/18/55 BEST JR HI    1  01   W 1 3   W 1 1   2           9
01301104040177 W            MINDY    I W         F  FALLON         09/11/55 BEST JR HI    1  04   W 1 2   W 1 5   2           3
01301101040032 W            TOM      B W         M  FALLON         04/22/55 BEST JR HI    1  01   W 1 2   W 1 5   2           5
01301104040178 W            ELLEN    M W         F  FALLON         02/16/55 BEST JR HI    1  04   W 1 2   W 1 3   2
01301102040079 W            MARY     L W         F  FALLON         05/11/55 BEST JR HI    1  02   W 1 3   W 1 5   2           4
01301101040033 W            ROBERT   M W         M  FALLON         07/21/55 BEST JR HI    1  01   W 1 1   W 1 5   2           7
01202034010169 W            ROBERT   J W         M  FALLON         01/19/61 01202         0  34   W 1 2   W 1 4   2
01202031010025 W            KERRY    A W         M  FALLON         10/09/60 01202         0  31   W 1 1   W 1 1   2
01203037023029 W            WADE     W W         M  FALLON         06/06/61 OATS PARK     0  37   W 1 2   W 1 5   2
01301103040134 W            REBECCA  L W         F  FALLON         06/01/55 BEST JR HI    1  03   V 2 4   V 1 5   2
01202034010170 Y            BRET     D W         M  FALLON         02/06/61 01202         0  34   Y 1 3   Y 3 5   2
01202036010275 Z            FRANK    D W         M  FALLON         05/01/59 01202         0  36   Z 1 3   Z 1 5   2
01301107040327 Z            RODNEY   S W         M  FALLON         10/07/54 BEST JR HI    1  07   Z 2 4   Z 1 5   2           1

           COUNTY TOTAL     418
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NTIAL RELATIONSHIP BY COUNTY     AS REPORTED TO WN-REC  REDRP175                    9/03/70 PAGE    9
 STEP PARENT

       ETH GRP SEX          CITY         B. DATE     SCHOOL      GR  SEC   MALE     FEM     LEARN   STANT
                                                                          PARENT   PARENT    LIM    PA AR

     J  W          M   FALLON           07/08/61  OATS PARK    0   37   W 2 3    W 1 5    2
     M  W          F   FALLON           10/22/60  01202        0   01   W 1 3    W 1 3    1  1  4
     T  W          M   FALLON           03/03/61  OATS PARK    0   37   W 1 3    W 1 5    2
     P  W          M   STILLWATER       03/28/55  BEST  JR HI  1   04   W 1 2    W 1 5    2          11 12
     K  W          F   FALLON           10/25/55  BEST  JR HI  1   01   W 1 2    W 1 5    2          59 48
     B  W          M   FALLON           04/06/55  BEST  JR HI  1   02   W 1 3    W 1 1    2          86 10
     H  W          M   FALLON           06/02/55  BEST  JR HI  1   06            W 1 2    2          04 16
 TTER R W          F   FALLON           10/24/60  01202        0   36            W 3 4    1  1  4
     A  I          F   FALLON           08/10/60  01202        0   34   W 1 4    W 1 4    2
     A  I          F   FALLON           04/14/61  01202        0   36   W 1 3    W 1 4    1  1
     C  BLACK      M   FALLON           05/29/61  OATS PARK    0   37   W 1 1    W 1 5    11
     R  W          F   HAZEN            08/16/61  OATS PARK    0   38   W 1 3    W 1 5    2
  K  E  W          M   FALLON           06/05/61  01202        0   31   W 1 1    W 1 1    2
     M  W          F   FALLON           10/18/55  BEST  JR HI  1   01   W 1 3    W 1 1    2          96 48
     I  W          F   FALLON           09/11/55  BEST  JR HI  1   04   W 1 2    W 1 5    2          30 22
     B  W          M   FALLON           04/22/55  BEST  JR HI  1   01   W 1 2    W 1 5    2          57 25
     M  W          F   FALLON           02/16/55  BEST  JR HI  1   04   W 1 2    W 1 3    2
     L  W          F   FALLON           05/11/55  BEST  JR HI  1   02   W 1 3    W 1 5    2          46 08
     M  W          M   FALLON           07/21/55  BEST  JR HI  1   01   W 1 1    W 1 5    2          70 44
     J  W          M   FALLON           01/19/61  01202        0   34   W 1 2    W 1 4    2
     A  W          M   FALLON           10/09/60  01202        0   31   W 1 1    W 1 1    2
     N  W          M   FALLON           06/06/61  OATS PARK    0   37   W 1 2    W 1 5    2
  A  L  W          F   FALLON           06/01/55  BEST  JR HI  1   03   V 2 4    V 1 5    2
     O  W          M   FALLON           02/06/61  01202        0   34   Y 1 3    Y 3 5    2
     O  W          M   FALLON           05/01/59  01202        0   36   Z 1 3    Z 1 5    2
     S  W          M   FALLON           10/07/54  BEST  JR HI  1   07   Z 2 4    Z 1 5    2          12 01
```

ERROR MESSAGES

TABLE OF ERROR MESSAGES (RL010)

1. CARD CODE IS INVALID
2. STUDENT NUMBER - NOT NUMERIC - RESUBMIT
3. SOCIAL SECURITY NUMBER - INVALID
4. ETHNIC CODE MUST BE B, I, 0, S, W, OR Z
5. SEX CODE MUST BE M OR F
6. COUNTY CODE - INVALID
7. BIRTH DATE - INVALID
8. STUDENT NAME MUST BE ALPHABETIC
9. CITY CODE - INVALID
10. ZIP CODE - INVALID
11. ENTRY DATA DATE - INVALID
12. LANGUAGE CODE MUST BE 1, 2, OR 3
13. MALE PARENT NAME MUST BE ALPHABETIC
14. MALE PARENT RELATIONSHIP MUST BE 1, 2, OR 3
15. MALE PARENT OCCUPATION MUST BE 1, 2, 3, 4, OR 5
16. MILITARY STATUS MUST BE 1 OR 3
17. FEMALE PARENT NAME MUST BE ALPHABETIC
18. FEMALE PARENT RELATIONSHIP MUST BE 1, 2, OR 3
19. FEMALE PARENT OCCUPATION MUST BE 1, 2, 3, 4, OR 5.
20. HOME DATA DATE - INVALID
21. TRANSPORTATION CODE MUST BE 1, 2, 3, 4, OR 5
22. DISTANCE - FIRST DIGIT 0 OR 1, LAST TWO NUMERIC
23. TIME - MUST BE NUMERIC
24. LEARNING LIMITATION - MUST BE 1 OR 2
25. HEARING LIMITATION - MUST BE 1
26. VISION LIMITATION - MUST BE 1

27. LOCOMOTIVE LIMITATION - MUST BE 1

28. OTHER LIMITATION - MUST BE 1

29. HOW LIMITATION KNOWN - MUST BE 1, 2, 3, OR 4

30. LUNCH TYPE - MUST BE 11, 12, 2 , 3 , 4 , LR

31. PERSONAL DATA DATE - INVALID

32. STANFORD ACHIEVEMENT RAW SCORE - WORD MEANING

33. STANFORD ACHIEVEMENT RAW SCORE - PARAGRAPH MEANING

34. STANFORD ACHIEVEMENT RAW SCORE - SPELLING

35. STANFORD ACHIEVEMENT RAW SCORE - WORD STUDY

36. STANFORD ACHIEVEMENT RAW SCORE - LANGUAGE

37. STANFORD ACHIEVEMENT RAW SCORE - ARITH. COMPU.

38. STANFORD ACHIEVEMENT RAW SCORE - ARITH. CON.

39. STANFORD ACHIEVEMENT RAW SCORE - ARITH. APPLI.

40. STANFORD ACHIEVEMENT RAW SCORE - SOCIAL STUDY

41. STANFORD ACHIEVEMENT RAW SCORE - SCIENCE

42. FORM ID - MUST BE W, X, Y, OR Z

43. FORM DATE - INVALID

44. STANFORD ACHIEVEMENT TEST - WORD MEANING

45. STANFORD ACHIEVEMENT TEST - PARAGRAPH MEANING

46. STANFORD ACHIEVEMENT TEST - SPELLING

47. STANFORD ACHIEVEMENT TEST - WORD STUDY

48. STANFORD ACHIEVEMENT TEST - LANGUAGE

49. STANFORD ACHIEVEMENT TEST - ARITH. COMPU.

50. STANFORD ACHIEVEMENT TEST - ARITH. CON.

51. STANFORD ACHIEVEMENT TEST - ARITH. APPLI.

52. STANFORD ACHIEVEMENT TEST - SOCIAL STUDY

53. STANFORD ACHIEVEMENT TEST - SCIENCE

54. NEW STUDENT NUMBER - COUNTY - RESUBMIT

55. NEW STUDENT NUMBER - SCHOOL - RESUBMIT

56. NEW STUDENT NUMBER - GRADE - RESUBMIT

57. NEW STUDENT NUMBER - SECTION - RESUBMIT

58. NEW STUDENT NUMBER - NUMBER INVALID - RESUBMIT

TABLE OF ERROR MESSAGES (RL020)

1. STUDENT RECORD NOT CHANGED - NOT ON FILE - RESUBMIT
2. STUDENT RECORD NOT DELETED - NOT ON FILE - RESUBMIT
3. 2 OR MORE ENTRY DATA CARDS SAME STUDENT - RESUBMIT
4. 2 OR MORE HOME DATA CARDS SAME STUDENT - RESUBMIT
5. 2 OR MORE PERSONAL DATA ON SAME STUDENT - RESUBMIT
6. 2 OR MORE TYPE R CARDS ON SAME STUDENT - RESUBMIT
7. 2 OR MORE TYPE S CARDS ON SAME STUDENT - RESUBMIT
8. RECORD TO BE ADDED ALL READY EXISTS - RESUBMIT

Card types A and 01 -

1. Student number - must be numeric if not reject the transaction (error message #2).
2. Social security number - must be spaces or numeric (error message #3).
3. Ethnic - must be spaces, B, I, 0, S, W or Z (error message #4).
4. Sex - must be spaces, M, or F (error message #5).
5. County - must be spaces or numeric (error message #6).
6. Birth date -
    a. Month - must be spaces or 01 through 12 (error message #7).
    b. Day - must be spaces or 01 through 31 (error message #7).
    c. Year - must be spaces or numeric (error message #7).

    Note: If any portion of the birth date is invalid flag and reject all six positions of birth date.
7. Name - must be spaces or alphabetic (error message #8).
8. Street address - no editing.
9. City - must be spaces or numeric (error message #9).
10. Zip code - must be spaces or numeric or first two digits may be alphanumeric with third digit being numeric (error message #10).
11. Date -
    a. Month - must be spaces or 01 through 12 (error message #11).
    b. Year - must be spaces or numeric (error message #11).

    Note: If any portion of this entry data date is invalid flag and reject all four positions of the entry data date.

Card types B and 02 -

1. Student number - must be numeric if not reject the transaction (error message #2)
2. Language - must be spaces, 1, 2, or 3 (error message #12).
3. Male parent name - must be spaces or alphabetic (error message #13).

4. Male parent relationship - must be spaces, 1, 2, or 3 (error message #14).
5. Male parent occupation - must be spaces, 1, 2, 3, 4 or 5 (error message #15).
6. Male parent active mil. - must be spaces, 1, or 3 (error message #16).
7. Female parent name - must be spaces or alphabetic (error message #17).
8. Female parent relationship - must be spaces, 1, 2, or 3 (error message #18).
9. Female parent occupation - must be spaces, 1, 2, 3, 4, or 5 (error message #19).
10. Date -
    a. Month - must be spaces or 01 through 12 (error message #20).
    b. Year - must be spaces or numeric (error message #20).

    Note: If any portion of this home data date is invalid flag and reject all four positions of the home data date.

Card types C and 03 -

1. Student number - must be numeric, if not reject the transaction (error message #2).
2. Trans pt. - must be spaces, 1, 2, 3, 4, or 5 (error message #21).
3. Distance - must be spaces or first position must be 1 or 2 with the second and third positions being numeric (error message #22).
4. Time - must be spaces or numeric (error message #23).
5. Limitation - must be spaces, 1 or 2 (error message #24).
6. Hearing - must be spaces or 1 (error message #25).
7. Vision - must be spaces or 1 (error message #26).
8. Locomotive - must be spaces or 1 (error message #27).
9. Other - must be spaces or 1 (error message #28).
10. How known - must be spaces or 1 (error message #29).
11. Lunch - must be spaces, 11, 12, 2 , 3 , or 4 (error message #30).

12. Date -

    a. Month - must be spaces or 01 through 12 (error message #31).

    b. Year - must be spaces or numeric (error message #31).

    Note: If any portion of this personal data date is invalid flag and reject all four positions of the personal data date.

Card types R~~8~~ and 18 -

1. Student number - must be numeric, if not reject the transaction (error message #2).
2. Word mean. - must be spaces or numeric (error message #32).
3. Para. mean. - must be spaces or numeric (error message #33).
4. Spelling - must be spaces or numeric (error message #34).
5. Word study - must be spaces or numeric (error message #35).
6. Language - must be spaces or numeric (error message #36).
7. Arith. Compu. - must be spaces or numeric (error message #37).
8. Arith. con. - must be spaces or numeric (error message #38).
9. Arith. Appli. - must be spaces or numeric (error message #39).
10. Social study - must be spaces or numeric (error message #40).
11. Science - must be spaces or numeric (error message #41).
12. Form incl - must be spaces, X, Y, or Z (error message #42).
13. Date -

    a. Month - must be spaces 01 through 12 (error message #43).

    b. Year - must be spaces or numeric (error message #43).

    Note: If any portion of this form date is invalid flag and reject all four positions of the form date.

Card types S~~9~~ and 19 -

1. Student number - must be numeric, if not reject transaction (error message #2).
2. Word mean. - must be spaces or numeric (error message #44).

3. Para. mean. - must be spaces or numeric (error message #45).
4. Spelling - must be spaces or numeric (error message #46).
5. Word study - must be spaces or numeric (error message #47).
6. Language - must be spaces or numeric (error message #48).
7. Arith. compu. - must be spaces or numeric (error message #49).
8. Arith. con. - must be spaces or numeric (error message #50).
9. Arith. Appli. = must be spaces or numeric (error message #51).
10. Social Study - must be spaces or numeric (error message #52).
11. Science - must be spaces or numeric (error message #53).

Card type 50 -

1. Student number - must be numeric, if not reject transaction (error message #2).
2. New student number county - must be spaces or numeric, if not reject transaction (error message #54).
3. New student number school - must be spaces or numeric, if not reject transaction (error message #55).
4. New student number grade - must be spaces or numeric, if not reject transaction (error message #56).
5. New student number section - must be spaces or numeric, if not reject transaction (error message #57).
6. New student number student number - must be spaces or numeric, if not reject transaction (error message #58).

LISTING OF REPORTS

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                LIST OF REPORTS FOR WN-REC

      COUNTRY GROUPS
         1 = DOUGLAS  LYON MINERAL
         2 = CHURCHILL  HUMBOLDT PERSHING
         3 = ORMSBY (CARSON CITY)  STOREY

|-----------------------------------------------------------------------|
| REPORT |           DESERIPTION                      COUNTY     GRADE  |
|-----------------------------------------------------------------------|
 REDRP001 | ETHNIC GROUPING                              | L      | ALL
 REDRP002 | SPANISH AMERICAN SURNAME                     | L      | ALL
 REDRP003 | ETHNIC GROUPING                              | L      | ALL
 REDRP004 | CLASS LISTING                                | 1      | 9-12
 REDRP005 | CLASS LISTING                                | 2      | 9-12
 REDRP006 | CLASS LISTING                                | 3      | 9-12
 REDRP007 | CLASS LISTING                                | 1      | 1-8
 REDRP008 | CLASS LISTING                                | 2      | 1-8
 REDRP009 | CLASS LISTING                                | 3      | 1-8
 REDRP010 | COUNTY LISTING                               | 1      | 9-12
 REDRP011 | COUNTY LISTING                               | 2      | 9-12
 REDRP012 | COUNTY LISTING                               | 3      | 9-12
 REDRP013 | COUNTY LISTING                               | 1      | 1-8
 REDRP014 | COUNTY LISTING                               | 2      | 1-8
 REDRP015 | COUNTY LISTING                               | 3      | 1-8
 REDRP016 | SCHOOL LISTING                               | 1      | 9-12
 REDRP017 | SCHOOL LISTING                               | 2      | 9-12
 REDRP018 | SCHOOL LISTING                               | 3      | 9-12
 REDRP019 | SCHOOL LISTING                               | 1      | 1-8
 REDRP020 | SCHOOL LISTING                               | 2      | 1-8
 REDRP021 | SCHOOL LISTING                               | 3      | 1-8
 REDRP022 | OVER AGE LISTING                             | 1      |  9
 REDRP023 | OVER AGE LISTING                             | 2      |  9
 REDRP024 | OVER AGE LISTING                             | 3      |  9
 REDRP025 | OVER AGE LISTING                             | 1      |  3
 REDRP026 | OVER AGE LISTING                             | 2      |  3
 REDRP027 | OVER AGE LISTING                             | 3      |  3
 REDRP030 | PARTIAL STUDENT PROFILE                      | 1      |  3
 REDRP031 | PARTIAL STUDENT PROFILE                      | 1      |  9
 REDRP032 | PARTIAL STUDENT PROFILE                      | 1      |  3
 REDRP033 | PARTIAL STUDENT PROFILE                      | 1      |  9
 REDRP034 | PARTIAL STUDENT PROFILE                      | 1      |  3
 REDRP035 | PARTIAL STUDENT PROFILE                      | 1      |  9
 REDRP036 | STUDENTS WHOSE PARENTS ARE IN MILITARY       | 1      |  3
 REDRP037 | STUDENTS WHOSE PARENTS ARE IN MILITARY       | 1      |  9
 REDRP038 | STUDENTS WHOSE PARENTS ARE IN MILITARY       | 1      |  3
 REDRP039 | STUDENTS WHOSE PARENTS ARE IN MILITARY       | 1      |  9
 REDRP040 | PARTIAL STUDENT PROFILE                      | 3      |  3
 REDRP041 | PARTIAL STUDENT PROFILE                      | 3      |  9
 REDRP042 | PARTIAL STUDENT PROFILE                      | 3      |  3
 REDRP043 | PARTIAL STUDENT PROFILE                      | 3      |  9
 REDRP044 | PARTIAL STUDENT PROFILE                      | 3      |  3
 REDRP045 | PARTIAL STUDENT PROFILE                      | 3      |  9
 REDRP046 | STUDENTS WHOSE PARENTS ARE IN MILITARY       | 3      |  3
 REDRP047 | STUDENTS WHOSE PARENTS ARE IN MILITARY       | 3      |  9
 REDRP048 | STUDENTS WHOSE PARENTS ARE IN MILITARY       | 3      |  3
 REDRP049 | STUDENTS WHOSE PARENTS ARE IN MILITARY       | 3      |  9
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LIST OF REPORTS FOR WN-REC

9/70

COUNTRY GROUPS
1 = DOUGLAS LYON MINERAL
2 = CHURCHILL HUMBOLDT PERSHING
3 = ORMSBY (CARSON CITY) STOREY

REPORT	DESERIPTION	PARENT CATG	SEX	CTL BREAK	COUNTY	GRADE
REDRP050	PARTIAL STUDENT PROFILE				2	3
REDRP051	PARTIAL STUDENT PROFILE				2	9
REDRP052	PARTIAL STUDENT PROFILE				2	3
REDRP053	PARTIAL STUDENT PROFILE				2	9
REDRP054	PARTIAL STUDENT PROFILE				2	3
REDRP055	PARTIAL STUDENT PROFILE				2	9
REDRP056	STUDENTS WHOSE PARENTS ARE IN MILITARY				2	3
REDRP057	STUDENTS WHOSE PARENTS ARE IN MILITARY				2	9
REDRP058	STUDENTS WHOSE PARENTS ARE IN MILITARY				2	3
REDRP059	STUDENTS WHOSE PARENTS ARE IN MILITARY				2	9
REDRP060	HEARING LIMITATIONS				1	9
REDRP061	HEARING LIMITATIONS				2	9
REDRP062	HEARING LIMITATIONS				3	[illegible]
REDRP063	HEARING LIMITATIONS				1	3
REDRP064	HEARING LIMITATIONS				2	3
REDRP065	HEARING LIMITATIONS				3	3
REDRP070	VISION LIMITATIONS				1	9
REDRP071	VISION LIMITATIONS				2	9
REDRP072	VISION LIMITATIONS				3	9
REDRP073	VISION LIMITATIONS				1	3
REDRP074	VISION LIMITATIONS				2	3
REDRP075	VISION LIMITATIONS				3	3
REDRP080	LOCOMOTIVE LIMITATIONS				1	9
REDRP081	LOCOMOTIVE LIMITATIONS				2	9
9EDRP082	LOCOMOTIVE LIMITATIONS				3	9
REDRP083	LOCOMOTIVE LIMITATIONS				1	3
REDRP084	LOCOMOTIVE LIMITATIONS				2	3
REDRP085	LOCOMOTIVE LIMITATIONS				3	3
REDRP090	OTHER LIMITATIONS				1	9
REDRP091	OTHER LIMITATIONS				2	9
REDRP092	OTHER LIMITATIONS				3	9
REDRP093	OTHER LIMITATIONS				1	3
REDRP094	OTHER LIMITATIONS				2	3
REDRP095	OTHER LIMITATIONS				3	3
--	PARENTAL RELATIONSHIP	PARENT CATG	SEX	CTL BREAK	-	-----
REDR2100	PARENTAL RELATIONSHIP	2	M	CLASS	1	3
REDRP101	PARENTAL RELATIONSHIP	3	M	CLASS	1	3
REDRP102	PARENTAL RELATIONSHIP	B	M	CLASS	1	3
REDRP103	PARENTAL RELATIONSHIP	2	M	CLASS	2	3
REDRP104	PARENTAL RELATIONSHIP	3	M	CLASS	2	3
REDRP105	PARENTAL RELATIONSHIP	B	M	CLASS	2	3
REDRP106	PARENTAL RELATIONSHIP	2	M	CLASS	3	3
REDRP107	PARENTAL RELATIONSHIP	3	M	CLASS	3	3

LIST OF REPORTS FOR WN-REC

COUNTRY GROUPS
1 = DOUGLAS LYON MINERAL
2 = CHURCHILL HUMBOLDT PERSHING
3 = ORMSBY (CARSON CITY) STOREY

REPORT	DESCRIPTION				COUNTY	GRADE
REDRP108	PARENTAL RELATIONSHIP	B	M	CLASS	3	3
REDRP109	PARENTAL RELATIONSHIP	2	M	SCHOOL	1	3
REDRP110	PARENTAL RELATIONSHIP	3	M	SCHOOL	1	3
REDRP111	PARENTAL RELATIONSHIP	B	M	SCHOOL	1	3
REDRP112	PARENTAL RELATIONSHIP	2	M	SCHOOL	2	3
REDRP113	PARENTAL RELATIONSHIP	3	M	SCHOOL	2	3
REDRP114	PARENTAL RELATIONSHIP	B	M	SCHOOL	2	3
REDRP115	PARENTAL RELATIONSHIP	2	M	SCHOOL	3	3
REDRP116	PARENTAL RELATIONSHIP	3	M	SCHOOL	3	3
REDRP117	PARENTAL RELATIONSHIP	B	M	SCHOOL	3	3
REDRP118	PARENTAL RELATIONSHIP	2	M	COUNTY	1	3
REDRP119	PARENTAL RELATIONSHIP	3	M	COUNTY	1	3
REDRP120	PARENTAL RELATIONSHIP	B	M	COUNTY	1	3
REDRP121	PARENTAL RELATIONSHIP	2	M	COUNTY	2	3
REDRP122	PARENTAL RELATIONSHIP	3	M	COUNTY	2	3
REDRP123	PARENTAL RELATIONSHIP	B	M	COUNTY	2	3
REDRP124	PARENTAL RELATIONSHIP	2	M	COUNTY	3	3
REDRP125	PARENTAL RELATIONSHIP	3	M	COUNTY	3	3
REDRP126	PARENTAL RELATIONSHIP	B	M	COUNTY	3	3
REDRP127	PARENTAL RELATIONSHIP	2	F	CLASS	1	3
REDRP128	PARENTAL RELATIONSHIP	3	F	CLASS	1	3
REDRP129	PARENTAL RELATIONSHIP	B	F	CLASS	1	3
REDRP130	PARENTAL RELATIONSHIP	2	F	CLASS	2	3
REDRP131	PARENTAL RELATIONSHIP	3	F	CLASS	2	3
REDRP132	PARENTAL RELATIONSHIP	B	F	CLASS	2	3
REDRP133	PARENTAL RELATIONSHIP	2	F	CLASS	3	3
REDRP134	PARENTAL RELATIONSHIP	3	F	CLASS	3	3
REDRP135	PARENTAL RELATIONSHIP	B	F	CLASS	3	3
REDRP136	PARENTAL RELATIONSHIP	2	F	SCHOOL	1	3
REDRP137	PARENTAL RELATIONSHIP	3	F	SCHOOL	1	3
REDRP138	PARENTAL RELATIONSHIP	B	F	SCHOOL	1	3
REDRP139	PARENTAL RELATIONSHIP	2	F	SCHOOL	2	3
REDRP140	PARENTAL RELATIONSHIP	3	F	SCHOOL	2	3
REDRP141	PARENTAL RELATIONSHIP	B	F	SCHOOL	2	3
REDRP142	PARENTAL RELATIONSHIP	2	F	SCHOOL	3	3
REDRP143	PARENTAL RELATIONSHIP	3	F	SCHOOL	3	3
REDRP144	PARENTAL RELATIONSHIP	B	F	SCHOOL	3	3
REDRP145	PARENTAL RELATIONSHIP	2	F	COUNTY	1	3
REDRP146	PARENTAL RELATIONSHIP	3	F	COUNTY	1	3
REDRP147	PARENTAL RELATIONSHIP	B	F	COUNTY	1	3
REDRP148	PARENTAL RELATIONSHIP	2	F	COUNTY	2	3
REDRP149	PARENTAL RELATIONSHIP	3	F	COUNTY	2	3
REDRP150	PARENTAL RELATIONSHIP	B	F	COUNTY	2	3
REDRP151	PARENTAL RELATIONSHIP	2	F	COUNTY	3	3
REDRP152	PARENTAL RELATIONSHIP	3	F	COUNTY	3	3
REDRP153	PARENTAL RELATIONSHIP	B	F	COUNTY	3	3
REDRP154	PARENTAL RELATIONSHIP	2	M	CLASS	1	9

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LIST OF REPORTS FOR WN-REC

COUNTRY GROUPS
    1 = DOUGLAS   LYON MINERAL
    2 = CHURCHILL  HUMBOLDT PERSHING
    3 = ORMSBY (CARSON CITY)  STOREY

|---------------------------------------------------------------------|
| REPORT |            DESERIPTION                    COUNTY    GRADE  |
|---------------------------------------------------------------------|
 REDRP155 | PARENTAL RELATIONSHIP  3   M   CLASS   |   1   |   9
 REDRP156 | PARENTAL RELATIONSHIP  B   M   CLASS   |   1   |   9
 REDRP157 | PARENTAL RELATIONSHIP  2   M   CLASS   |   2   |   9
 REDRP158 | PARENTAL RELATIONSHIP  3   M   CLASS   |   2   |   9
 REDRP159 | PARENTAL RELATIONSHIP  B   M   CLASS   |   2   |   9
 REDRP160 | PARENTAL RELATIONSHIP  2   M   CLASS   |   3   |   9
 REDRP161 | PARENTAL RELATIONSHIP  3   M   CLASS   |   3   |   9
 REDRP162 | PARENTAL RELATIONSHIP  B   M   CLASS   |   3   |   9
 REDRP163 | PARENTAL RELATIONSHIP  2   M   SCHOOL  |   1   |   9
 REDRP164 | PARENTAL RELATIONSHIP  3   M   SCHOOL  |   1   |   9
 REDRP165 | PARENTAL RELATIONSHIP  B   M   SCHOOL  |   1   |   9
 REDRP166 | PARENTAL RELATIONSHIP  2   M   SCHOOL  |   2   |   9
 REDRP167 | PARENTAL RELATIONSHIP  3   M   SCHOOL  |   2   |   9
 REDRP168 | PARENTAL RELATIONSHIP  B   M   SCHOOL  |   2   |   9
 REDRP169 | PARENTAL RELATIONSHIP  2   M   SCHOOL  |   3   |   9
 REDRP170 | PARENTAL RELATIONSHIP  3   M   SCHOOL  |   3   |   9
 REDRP171 | PARENTAL RELATIONSHIP  B   M   SCHOOL  |   3   |   9
 REDRP172 | PARENTAL RELATIONSHIP  2   M   COUNTY  |   1   |   9
 REDRP173 | PARENTAL RELATIONSHIP  3   M   COUNTY  |   1   |   9
 REDRP174 | PARENTAL RELATIONSHIP  B   M   COUNTY  |   1   |   9
 REDRP175 | PARENTAL RELATIONSHIP  2   M   COUNTY  |   2   |   9
 REDRP176 | PARENTAL RELATIONSHIP  3   M   COUNTY  |   2   |   9
 REDRP177 | PARENTAL RELATIONSHIP  B   M   COUNTY  |   2   |   9
 REDRP178 | PARENTAL RELATIONSHIP  2   M   COUNTY  |   3   |   9
 REDRP179 | PARENTAL RELATIONSHIP  3   M   COUNTY  |   3   |   9
 REDRP180 | PARENTAL RELATIONSHIP  B   M   COUNTY  |   3   |   9
 REDRP181 | PARENTAL RELATIONSHIP  2   F   CLASS   |   1   |   9
 REDRP182 | PARENTAL RELATIONSHIP  3   F   CLASS   |   1   |   9
 REDRP183 | PARENTAL RELATIONSHIP  B   F   CLASS   |   1   |   9
 REDRP184 | PARENTAL RELATIONSHIP  2   F   CLASS   |   2   |   9
 REDRP185 | PARENTAL RELATIONSHIP  3   F   CLASS   |   2   |   9
 REDRP186 | PARENTAL RELATIONSHIP  B   F   CLASS   |   2   |   9
 REDRP187 | PARENTAL RELATIONSHIP  2   F   CLASS   |   3   |   9
 REDRP188 | PARENTAL RELATIONSHIP  3   F   CLASS   |   3   |   9
 REDRP189 | PARENTAL RELATIONSHIP  B   F   CLASS   |   3   |   9
 REDRP190 | PARENTAL RELATIONSHIP  2   F   SCHOOL  |   1   |   9
 REDRP191 | PARENTAL RELATIONSHIP  3   F   SCHOOL  |   1   |   9
 REDRP192 | PARENTAL RELATIONSHIP  B   F   SCHOOL  |   1   |   9
 REDRP193 | PARENTAL RELATIONSHIP  2   F   SCHOOL  |   2   |   9
 REDRP194 | PARENTAL RELATIONSHIP  3   F   SCHOOL  |   2   |   9
 REDRP195 | PARENTAL RELATIONSHIP  B   F   SCHOOL  |   2   |   9
 REDRP196 | PARENTAL RELATIONSHIP  2   F   SCHOOL  |   3   |   9
 REDRP197 | PARENTAL RELATIONSHIP  3   F   SCHOOL  |   3   |   9
 REDRP198 | PARENTAL RELATIONSHIP  B   F   SCHOOL  |   3   |   9
 REDRP199 | PARENTAL RELATIONSHIP  2   F   COUNTY  |   1   |   9
 REDRP200 | PARENTAL RELATIONSHIP  3   F   COUNTY  |   1   |   9
 REDRP201 | PARENTAL RELATIONSHIP  B   F   COUNTY  |   1   |   9
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                LIST OF REPORTS FOR WN-REC

        COUNTRY GROUPS
           1 = DOUGLAS  LYON MINERAL
           2 = CHURCHILL  HUMBOLOT PERSHING
           3 = ORMSBY (CARSON CITY)  STOREY

|-----------------------------------------------------------------------|
| REPORT|          DESERIPTION                        COUNTY    GRADE   |
|-----------------------------------------------------------------------|
REDRP202 | PARENTAL RELATIONSHIP  2   F   COUNTY  |   2    |    9     |
REDRP203 | PARENTAL RELATIONSHIP  3   F   COUNTY  |   2    |    9     |
REDRP204 | PARENTAL RELATIONSHIP  B   F   COUNTY  |   2    |    9     |
REDRP205 | PARENTAL RELATIONSHIP  2   F   COUNTY  |   3    |    9     |
REDRP206 | PARENTAL RELATIONSHIP  3   F   COUNTY  |   3    |    9     |
REDRP207 | PARENTAL RELATIONSHIP  B   F   COUNTY  |   3    |    9     |
         |                                      |        |          |
|-----------------------------------------------------------------------|
```

FORMS FOR CHANGES TO DATA BANK

CHANGES TO STUDENT ENTRY DATA*

1. Student Number (Cols. 1-14) ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

2. Student S.S. No. (Cols. 15-23) ☐☐☐-☐☐-☐☐☐☐

3. Ethnic Code (Col. 24) ☐

4. Sex (Col. 25) ☐

5. Student County (Cols. 26-27) ☐☐

6. Birth Date (Cols. 28-33) ☐☐☐☐☐☐

7. Student Name (Cols. 34-55)
☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

8. Street Address (Cols. 56-67) ☐☐☐☐☐☐☐☐☐☐☐☐

9. City (Cols. 68-69) ☐☐

10. Zip Code (Cols. 70-72) ☐☐☐

11. Entry Data Date (Cols. 73-76) ☐☐☐☐

12. Card Code (Cols. 79-80) | 0 | 1 |

---

*Student Number must be coded on every sheet. To delete a field code zeroes in that field.

CHANGES TO STUDENT HOME DATA*

1. Student Number (Cols. 1-14)
2. Language (Col. 19)
3. Male Parent Name (Cols. 20-35)
4. Male Parent Relationship (Col. 36)
5. Male Parent Occupation (Col. 37)
6. Male Parent Active Military (Col. 38)
7. Female Parent Name (Cols. 39-54)
8. Female Parent Relationship (Col. 55)
9. Female Parent Occupation (Col. 56)
10. Home Data Date (Cols. 57-60)
11. Card Code (Cols. 79-80) 0 2

---

* Student Number must be coded on every sheet. To delete a field code zeroes in that field.

CHANGES TO STUDENT PERSONAL DATA*

1. Student Number (Cols. 1-14) ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

2. Trans. Pt. (Col. 19) ☐

3. Distance (Cols. 20-22) ☐☐☐

4. Time (Cols. 23-24) ☐☐

5. Learning Limitation (Col. 25) ☐

6. Hearing Limitation (Col. 26) ☐

7. Vision Limitation (Col. 27) ☐

8. Locomotive Limitation (Col. 28) ☐

9. Other Limitation (Col. 29) ☐

10. How Limitation Known (Col. 30) ☐

11. Lunch (Cols. 31-32) ☐☐

12. Personal Data Date (Cols. 33-36) ☐☐☐☐

13. Card Code (Cols. 79-80) 0 3

---

*Student Number must be coded on every sheet. To delete a field code zeroes in that field.

CHANGES TO STUDENT STANFORD ACHIEVEMENT TEST *

(Grade, Percentile, Stanine)

1. Student Number (Cols. 1-14)
2. Word Meaning (Cols. 19-24)
3. Paragraph Meaning (Cols. 25-30)
4. Spelling (Cols. 31-36)
5. Word Study (Cols. 37-42)
6. Language (Cols. 43-48)
7. Arithmetic Computation (Cols. 49-54)
8. Arithmetic Concepts (Cols. 55-60)
9. Arithmetic Applications (Cols. 61-66)
10. Social Studies (Cols. 67-72)
11. Science (Cols. 73-78)
12. Card Code (Cols. 79-80) 1 9

---

* Student Number must be coded on every sheet. To delete a field code zeroes in that field.

CHANGES TO STUDENT STANFORD ACHIEVEMENT RAW SCORES*

1. Student Number (Cols. 1-14)
2. Word Meaning (Cols. 19-21)
3. Paragraph Meaning (Cols. 22-24)
4. Spelling (Cols. 25-27)
5. Word Study (Cols. 28-30)
6. Language (Cols. 31-33)
7. Arithmetic Computation (Cols. 34-36)
8. Arithmetic Concepts (Cols. 37-39)
9. Arithmetic Applications (Cols. 40-42)
10. Social Studies (Cols. 43-45)
11. Science (Cols. 46-48)
12. Test Form (Col. 74)
13. Test Date (Cols. 75-78)
14. Card Code (Cols. 79-80) 18

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*Student Number must be coded on every sheet. To delete a field code zeroes in that field.

CHANGES TO STUDENT NUMBER*

1. Student Number (Old) (Cols. 1-14)

2. Student Number (New) (Cols. 19-32)

19 20 21 23 24 25 26 27 32

3. Card Code (Cols. 79-80) 50

4. Entire old Student Number must be coded on every sheet.

DELETIONS FROM STUDENT FILE*

1. Student No. (Cols. 1-14) ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

2. Student No. (Cols. 1-14) ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

20. Student No. (Cols. 1-14) ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

21. Card Code (Cols. 79-80) ☐☐

* Up to 20 deletions may be included on one sheet.

FORMS TO SUBMIT DATA FOR BUILDING A FILE

(WN-REC Format)

STUDENT ENTRY DATA (Card A)*

1. Student Number (Cols. 1-14) ☐☐☐☐☐☐☐☐☐☐☐☐☐☐
2. Student S.S. No. (Cols. 15-23) ☐☐☐—☐☐—☐☐☐☐
3. Ethnic Code (Col. 24) ☐
4. Sex (Col. 25) ☐
5. Student County (Cols. 26-27) ☐☐
6. Birth Date (Cols. 28-33) ☐☐☐☐☐☐
7. Student Name (Cols. 34-55)
(Last Name - Cols. 34-46; First Name - Cols. 47-54; Middle Init. - Col. 55)
☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
34 46 47 54 55
8. Street Address (Cols. 56-67) ☐☐☐☐☐☐☐☐☐☐☐☐
9. City (Cols. 68-69) ☐☐
10. Zip Code (Cols. 70-72) ☐☐☐
11. Entry Data Date (Cols. 73-76) ☐☐☐☐
12. Spanish Surname (Col. 77) ☐
13. Card Code (Col. 80) A

---

*Student Number must be coded on every sheet.

STUDENT HOME DATA*

1. Student Number (Cols. 1-14) ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

2. Language (Col. 19) ☐

3. Male Parent Name (Cols. 20-35) ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
(Cols. 20, 21 are Parent's Initials; Last Name starts Col. 22)
20 22 35

4. Male Parent Relationship (Col. 36) ☐

5. Male Parent Occupation (Col. 37) ☐

6. Male Parent Active in Military (Col. 38) ☐

7. Female Parent Name (Cols. 39-54) ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
39 40 41 54
(Cols. 39-40 are Parent's Initials; Last Name starts Col. 41)

8. Female Parent Relationship (Col. 55) ☐

9. Female Parent Occupation (Col. 56) ☐

10. Home Data Date (Cols. 57-60) ☐☐☐☐

11. Card Code (Col. 80) B

---

*Student Number must be coded on every sheet.

STUDENT PERSONAL DATA*

1. Student Number (Cols. 1-14) ☐☐☐☐☐☐☐☐☐☐☐☐☐☐
2. Transportation Type (Col. 19) ☐
3. Distance (Cols. 20-22) ☐☐☐
4. Time (Cols. 23-24) ☐☐
5. Learning Limitation (Col. 25) ☐
6. Hearing Limitation (Col. 26) ☐
7. Vision Limitation (Col. 27) ☐
8. Locomotive Limitation (Col. 28) ☐
9. Other Limitation (Col. 29) ☐
10. How Limitation Known (Col. 30) ☐
11. Lunch (Cols. 31-32) ☐☐
12. Personal Data Date (Cols. 33-36) ☐☐☐☐
13. Card Code (Col. 80) C

---

*Student Number must be coded on every sheet.

STANFORD ACHIEVEMENT TEST

(Grade Equivalent, Percentile, Stanine)*

1. Student Number (Cols. 1-14)

2. Word Meaning (Cols. 19-24)
(GE = Cols. 19-21; Percentile = Cols. 22-23; Stanine = Col. 24)

3. Paragraph Meaning (Cols. 25-30)

4. Spelling (Cols. 31-36)

5. Word Study (Cols. 37-42)

6. Language (Cols. 43-48)

7. Arithmetic Computation (Cols. 49-54)

8. Arithmetic Concepts (Cols. 55-60)

9. Arithmetic Applications (Cols. 61-66)

10. Social Studies (Cols. 67-72)

11. Science (Cols. 73-78)

12. Card Code (Col. 80) S

---

* Student Number must be coded on every sheet.

STANFORD ACHIEVEMENT RAW SCORES (Card R)*

1. Student Number (Cols. 1-14)
2. Word Meaning (Cols. 19-21)
3. Paragraph Meaning (Cols. 22-24)
4. Spelling (Cols. 25-27)
5. Word Study (Cols. 28-30)
6. Language (Cols. 31-33)
7. Arithmetic Computation (Cols. 34-36)
8. Arithmetic Concepts (Cols. 37-39)
9. Arithmetic Applications (Cols. 40-42)
10. Social Studies (Cols. 43-45)
11. Science (Cols. 46-48)
12. Test Form (Col. 74)
13. Test Date (Cols. 75-78)
14. Card Code (Col. 80) R

---

*Student Number must be coded on every sheet.

WN-REC

STUDENT ENTRY DATA

(NISE)

LOVELOCK, NEVADA

10/69

WESTERN NEVADA REGIONAL EDUCATION CENTER, AN ESEA TITLE III PROJECT

LAST NAME	FIRST NAME	M. I.	SEX	ETH
[A]–[Z]	[A]–[Z]	[A]–[Z]	[F] [M]	[B] BLACK [I] INDIAN (AM.) [O] ORIENTAL [S] SPANISH AM. [W] WHITE [Z] OTHER

STREET ADDRESS OR P.O. BOX OR RURAL ROUTE AND BOX
[A]–[Z] [0]–[9]

CITY-TOWN	CO.	LAST 3 ZIP #
[0]–[9]	[0]–[9]	[0]–[9]

BIRTHDATE		
MO.	DAY	YR.
[0]–[9]	[0]–[9]	[0]–[9]

STUDENT NUMBER					
CO.	SCH.	GR.	T.	TEMP. NO.	PERM. NO.
[0]–[6]	[0]–[6]	[0]–[6]	[0]–[6]	[0]–[6]	[0]–[6]

PRESENT DATE	
MO.	YR.
[0]–[6]	[0]–[6]

UTILITY FORM 6347

OPTICAL SCANNING CORPORATION

WN-REC **LOVELOCK, NEVADA**

HOME DATA

(NISE)

WESTERN NEVADA REGIONAL EDUCATION CENTER (ESEA TITLE III)

YOUR LAST NAME	YOUR FIRST NAME

MALE PARENT IN HOME

F. M.
I. I.
LAST NAME

RELATIONSHIP OF MALE PARENT IN HOME

FATHER ☐
STEPFATHER ☐
OTHER ☐

OCCUPATION OF MALE PARENT IN HOME

PROFESSIONAL ☐
ELF-EMPLOYED ☐
SKILLED LABOR ☐
UNSKILLED LABOR ☐
UNEMPLOYED ☐

FEMALE PARENT IN HOME

F. M.
I. I.
LAST NAME

RELATIONSHIP OF FEMALE PARENT IN HOME

MOTHER ☐
STEPMOTHER ☐
OTHER ☐

OCCUPATION OF FEMALE PARENT IN HOME

PROFESSIONAL ☐
SELF-EMPLOYED ☐
SKILLED LABOR ☐
UNSKILLED LABOR ☐
UNEMPLOYED ☐

ACTIVE MILITARY DUTY

YES ☐
NO ☐

LANGUAGE SPOKEN AT HOME

ENGLISH ONLY ☐
ENGLISH & OTHER ☐
OTHER ONLY ☐

PRESENT DATE

MO. YR.

STUDENT NUMBER

CO. SCH. GR. T. TEMP. NO. RESERVED

UTILITY FORM 6377

OPTICAL SCANNING CORPORATION

WN-REC
LOVELOCK, NEVADA

PERSONAL DATA

(NISE)

WESTERN NEVADA REGIONAL EDUCATION CENTER (ESEA TITLE III)

YOUR LAST NAME

YOUR FIRST NAME

GRID A

GRID B

GRID C

GRID D

GRID E

GRID F

GRID G

GRID H

GRID I

GRID J

GRID K

GRID L

MOST USED TRANSPORTATION TO SCHOOL

- WALK OR BIKE ☐
- FAMILY CAR ☐
- OWN CAR ☐
- SCHOOL BUS ☐
- OTHER ☐

KNOWN LEARNING OR ACTIVITY LIMITATIONS

- YES ☐
- NO ☐
- IF YES, TYPE
  - HEARING ☐
  - VISION ☐
  - LOCOMOTIVE ☐
  - OTHER ☐
- HOW KNOWN:
  - PARENT REPORT ☐
  - PROFESSIONAL EXAM. ☐
  - SCHOOL OBSERVATION ☐
  - STUDENT REPORT ☐

Distance From School MILES

TIME TO SCHOOL MINUTES

NOON LUNCH – MOST OFTEN

- SCHOOL HOT LUNCH ☐
- SCHOOL BOX LUNCH ☐
- NONE ☐
- OTHER ☐
- IF HOT LUNCH, PAID BY
  - SCHOOL ☐
  - FAMILY SELF ☐

PRESENT DATE

MO. YR.

STUDENT NUMBER

CO. SCH. GR. T. TEMP. NO. RESERVED

UTILITY FORM 6378

OPTICAL SCANNING CORPORATION

DATA PLOTTING SYSTEM

designed by

WESTERN NEVADA REGIONAL EDUCATION CENTER

and

NEVADA DATA SYSTEMS, RENO, NEVADA

June 15, 1971

WESTERN NEVADA REGIONAL EDUCATION CENTER

220 Main Street
P. O. Box 421
Lovelock, Nevada 89419

Tel. (702) 273-2631

The input data cards for the WN-REC Student Information System have many unused data columns. By selecting data from various existing data banks and including it in the blank columns (properly coded), additional information can be stored. To do this requires a different computer configuration than used for the WN-REC Student Information System in its simplest form. Nevada Data Systems, Reno, has cooperated in the design of a larger data file which accepts data in each column of the A, B, C, S and R cards. The layout for the Nevada Data Systems input is shown on the following page. The coding used is defined on the pages which follow.

Presently the Nevada Data System is used to plot the different pairs of variables as required in X-Y bar graphs. The mean number of values and totals for each variable (named on coordinates) and for any sub-groupings on another variable (such as majority vs. minority) are included as part of the printout. The system has the advantage of being able to plot the mean value of each sub-category within a given set of data, whether it is racial category vs. grade or standardized test or time (or mileage) for each transportation type vs. performance measure. These bar graphs can be printed over each as shown in the accompanying examples or as graphs printed separately.

The system seems to be useful for computing t-tests on these means, provided the range of the input variables is known. From this a fairly reliable estimate of the Standard Deviation can be made.*

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*Box, George E., and Norman R. Draper, Evolutionary Operation (New York: John Wiley, 1969), pp. 45, 132.

This method is described in more detail in the WN-REC technical report: Curriculum Factors and Student Success: Reading in Humboldt County, May 15, 1971, which appears in a collection of technical reports to accompany WN-REC's final report.

The cost of entering new data cards and running 1 or 2 plots for a pair (or 3 variables, one a sub-category within a variable) is in the neighborhood of $25.00. If the data cards are to be punched from coded data, the cost is about 5¢ per card. Any card can be used separately or any combination can be used together. For further information on the use of the WN-REC Plot system call Mr. Paul Williams of Nevada Data Systems, Reno, Nevada.

MULTIPLE CARD LAYOUT

CUSTOMER NAME: NEVADA DATA SYSTEMS - WN-REC PLOTTING SYSTEM

ESTIMATE NUMBER

DATE: SPRING 1971

DESCRIPTION																				
ENTRY CARD A	NUMB				SOCS				BDAY			NAME			ADDR					
	COUN	SCHO	GRTN	STUD		ETHN	SEXX	CURS	MNTH	DAYS	YEAR	LAST	FRST	SMIN		CITY	ZIPC	DATA	SPSR	BLANK	CODE=A

DESCRIPTION																																	
HOME DATA CARD B	NUMB						MNAM						FNAM						MPAR				FPAR				FAML					
	COUN	SCHO	GRTN	STUD	BLANK	LANG	MFIN	MMIN	MLST	MREL	MOCC	MILS	FFIN	FMIN	FLST	FREL	FOCC	DATB	MCIT	MEDU	MSAC	MAGE	FCIT	FEDU	FSAC	FAGE	SIZE	RYRS	PRES	PYRS	TMOV	CODE = B

DESCRIPTION																																														
PERSONAL DATA CARD C	NUMB								ILIM									HLTH								STAC						TCHR						RSVD											
	COUN	SCHO	GRTN	STUD	BLANK	TRAN	DIST	TIME	LIMS	HEAR	VISN	LOCO	OTHR	HOWK	LNCH LTYP	PAYS	DATC	DOCT	ALLG	PHYS	ICHD	IADD	DCHD	DCHS	DSER	SAGE	SPEC	SCHA	DAGS	SPED	EXPR	ONEV	DEGL	MATR	TAGE	TSEX	TSAL	RONE	RTWO	RTHR	RFOR	RFIV	RSIX	RSEV	REGT	RNIN	RTEN	RLVN	CODE=C

DESCRIPTION																																						
STAND TEST (STANFORD) CARD S	NUMB					WRDM			PARA			SPEL			WSSK			LANG			ARCM			ARCO			ARAP			SOCS			SCIE			
	COUN	SCHO	GRTN	STUD	BLANK	GEWR	PRWR	SSWR	GEPA	PRPA	SSPA	GESP	PRSP	SSSP	GEWS	PRWS	SSWS	GELA	PRLA	SSLA	GEAM	PRAM	SSAM	GEAO	PRAO	SSAO	GEAA	PRAA	SSAA	GESS	PRSS	SSSS	GESE	PRSE	SSSE	CODE-S

DESCRIPTION																															
STAND TEST RAW + MARKS	NUMB																														
	COUN	SCHO	GRTN	STUD	BLANK	RWRD	RPAR	RSPE	RWSS	RLAN	RACM	RACO	RAAP	RSOC	RSCI	MRIT	MLTR	MSPL	MONE	MENG	MARC	MTWO	MTRE	MSSH	MSCI	MOTH	MSIX	MALL	MACT	MFOR	CODE=R

DEFINITIONS OF CODING TERMINOLOGY

CARD A Col.	Student Entry Data
1-2	COUN = COUNTY (CODED)
3-5	SCHO = SCHOOL (CODED)
6-8	GRTN = GRADE AND TEACHER NUMBER (CODED)
9-14	STUD = STUDENT NUMBER
15-23	SOCS = SOCIAL SECURITY NUMBER (SPACE RESERVED)
24	ETHN = ETHNICITY (CODED - ALPHABETIC)
25	SEXX = SEX (CODED ALPHABETIC)
26-27	CORS = COUNTY OF RESIDENCE (CODED)
28-29	MNTH = MONTH OF BIRTH
30-31	DAYS = DAY OF BIRTH
32-33	YEAR = BIRTH YEAR
34-46	LAST = LAST NAME
47-55	FRST = FIRST NAME
56	SMIN = MIDDLE INITIAL (STUDENT)
57-67	ADDR = ADDRESS
68-69	CITY = CITY OF RESIDENCE
70-72	ZIPC = LAST THREE DIGITS OF ZIP CODE (LETTERS IF OUT OF STATE)
73-76	DATE = DATE FORM FILLED OUT
77	SSUR = IF SPANISH SUR NAME, a 1 appears here, otherwise blank
80	CODE = A

(Coding for above as described in the WN-REC *Data Collector's Handbook of Instructions*)

CARD B

Student Home Data

Col.	
1-14	COUN, SCHO, GRTN, STUD as before
19	LANG = LANGUAGE SPOKEN AT HOME (CODED)
20	MFIN = FIRST INITIAL, MALE PARENT
21	MMIN = MIDDLE INITIAL, MALE PARENT
22-35	MLST = LAST NAME, MALE PARENT
36	MREL = RELATIONSHIP OF MALE PARENT (CODED)
37	MOCC = OCCUPATION OF MALE PARENT (CODED)
38	MILS = PARENT ON ACTIVE DUTY IN MILITARY? (CODED)
39	FFIN = FEMALE PARENT FIRST INITIAL
40	FMIN = FEMALE PARENT MIDDLE INITIAL
41-54	FLST = LAST NAME, FEMALE PARENT
55	FREL = RELATIONSHIP OF FEMALE PARENT (CODED)
56	FOCC = OCCUPATION OF FEMALE PARENT (CODED)
57-60	DATB = DATE FORM B
	(Coding for above as described in the WN-REC Data Collector's Handbook of Instructions)
61	MCIT = CITIZENSHIP OF MALE PARENT (CODED)
62	MEDU = EDUCATION LEVEL OF MALE PARENT (CODED)
63	MSAL = SALARY OF MALE PARENT (CODED)
64-65	MAGE = AGE OF MALE PARENT
66	FCIT = CITIZENSHIP OF FEMALE PARENT (CODED)
67	FEDU = EDUCATION OF FEMALE PARENT (CODED
68	FSAL = SALARY OF FEMALE PARENT (CODED)
69-70	FAGE = AGE OF FEMALE PARENT
71	SIZE = FAMILY SIZE
72-73	RYRS = TIME OF RESIDENCE AT ADDRESS (in 6 month intervals)
74	PRES = PLACE OF PREVIOUS RESIDENCE (CODED AS TO IN OR OUT OF STATE OR U.S.)
75-76	PYRS = TIME OF RESIDENCE AT PREVIOUS ADDRESS (in 6 month intervals)
77-78	TMOV = NUMBER OF TIMES MOVED IN PAST 5 YEARS.
80	CODE = B
	(Coding for columns 61 to 78 is as used in the WN-REC Fifth Grade Pilot Project or as user may decide)

CARD C

Student Personal, Health and Teacher Data

Col.	
1-14	COUN, SCHO, GRTN, STUD = as before
19	TRAN = TRANSPORTATION TYPE
20-22	DIST = DISTANCE
23-24	TIME = TIME
25	LIMS = LEARNING LIMITATIONS, 1=Yes, 2=No
26	HEAR = HEARING (a 1 in the column)
27	VISN = Vision (a 1 in the column)
28	LOCO = LOCOMOTIVE (a 1 in the column)
29	OTHR = OTHER (a 1 in the column)
30	HOWK = HOW KNOWN (CODED)
31	LTYP = LUNCH TYPE (CODED)
32	PAYS = WHO PAYS? (CODED)
33-36	DATC = DATE OF FILLING OUT C CARD
	(Coding for the above as described in the WN-REC Data Collector's Handbook of Instructions)
37	DOCT = HAVE YOU A FAMILY DOCTOR? (CODED)
38	ALLG = ALLERGIES (CODED)
39	PHYS = HAVE HAD A PHYSICAL EXAM? (CODED)
40	ICHD = IMMUNIZED AGAINST CHILDHOOD DISEASES? (CODED)
41	IADD = IMMUNIZED AGAINST ADULT DISEASES? (CODED)
42	DCHD = DISEASES, CHILDHOOD, NOT SERIOUS (CODED)
43	DCHS = DISEASES, CHILDHOOD, SERIOUS (CODED)
44	DSER = DISEASES, ADULT, SERIOUS (CODED)
45-47	SAGE = STUDENT'S AGE (Years and tenths of years)
48	BPLC = BIRTHPLACE (CODED)
49	SCHA = PREVIOUS SCHOOL ATTENDED
50-51	DABS = ABSENCES FROM SCHOOL
52	SPED = SPECIAL EDUCATION?

CARD C (cont.)

Student Personal, Health and Teacher Data

Col.	
53-54	EXPR = TEACHER'S EXPERIENCE, YEARS
55	ONEV = TAUGHT OUTSIDE OF NEVADA?
56	DEGL = DEGREE LEVEL
57-58	MAJR = MAJOR IN COLLEGE
59-60	TAGE = AGE OF TEACHER
61	TSEX = SEX OF TEACHER
62-63	TSAL = TEACHER'S SALARY (CODED)
64	RONE = RESERVED AREA ONE (ONE DIGIT)
65	RTWO = " " TWO " "
66	RTHR = " " THREE " "
67	RFOR = " " FOUR " "
68	RFIV = " " FIVE " "
69	RSIX = " " SIX " "
70	RSEV = " " SEVEN " "
71-72	REGT = " " EIGHT (TWO DIGITS)
73-74	RNIN = " " NINE " "
75-76	RTEN = " " TEN " "
77-78	RLVN = " " ELEVEN " "
80	CODE = C

(Coding for columns 37 to 78 as used in the WN-REC Fifth Grade Pilot Project or as user may decide)

Stanford Achievement Test, Interpreted Scores

CARD S Col.			
1-14	COUN, SCHO, GRIN, STUD as before		
19-21	GEWR =	WORD MEANING	GRADE EQUIVALENT
22-23	PRWR =		PERCENTILE
24	SSWR =		STANINE
25-27	GEPA =	PARAGRAPH	GRADE EQUIVALENT
28-29	PRPA =		PERCENTILE
30	SSPA =		STANINE
31-33	GESP =	SPELLING	GRADE EQUIVALENT
34-35	PRSP =		PERCENTILE
36	SSSP =		STANINE
37-39	GEWS =	WORD STUDY SKILLS	GRADE EQUIVALENT
40-41	PRWS =		PERCENTILE
42	SSWS =		STANINE
43-45	GELA =	LANGUAGE	GRADE EQUIVALENT
46-47	PRLA =		PERCENTILE
48	SSLA =		STANINE
49-51	GEAM =	ARITHMETIC COMPUTATION	GRADE EQUIVALENT
52-53	PRAM =		PERCENTILE
54	SSAM =		STANINE
55-57	GEAC =	ARITHMETIC CONCEPTS	GRADE EQUIVALENT
58-59	PRAO =		PERCENTILE
60	SSAD =		STANINE
61-63	GEAA =	ARITHMETIC APPLICATIONS	GRADE EQUIVALENT
64-65	PRAA =		PERCENTILE
66	SSAA =		STANINE
67-69	GESS =	SOCIAL STUDIES	GRADE EQUIVALENT
70-71	PRSS =		PERCENTILE
72	SSSS =		STANINE

CARD S (Cont.)

Stanford Achievement Test, Interpreted Scores

Col.		
73-75	GESE =	GRADE EQUIVALENT
76-77	PRSE = SCIENCE	PERCENTILE
78	SSSE =	STANINE
80	CODE = S	

(Data for above entries identical to WN-REC data described in WN-REC Data Collector's Handbook of Instructions)

CARD R Stanford Achievement Test, Raw Scores + Student Marks for Corresponding Course

Col.	
1-14	COUN, SCHO, GRTN, STUD as before
20-21	RWRD = WORD MEANING
22-24	RPAR = PARAGRAPH MEANING
25-27	RSPE = SPELLING
28-30	RWSS = WORD STUDY SKILLS
31-33	RLAN = LANGUAGE
34-36	RACM = ARITHMETIC COMPUTATION
37-39	RACO = ARITHMETIC CONCEPTS
40-42	RAAP = ARITHMETIC APPLICATIONS
43-45	RSOC = SOCIAL STUDIES
46-48	RSCI = SCIENCE

(Data for above as described in the WN-REC Data Collector's Handbook of Instructions)

49-50	MRIT = GRADE POINT AVERAGE IN WRITING (2 digits, no decimal)
51-52	MLTR = GRADE POINT AVERAGE IN LITERATURE OR IN READING
53-54	MSPL = GRADE POINT AVERAGE IN SPELLING
55-56	MONE = RESERVED FOR ANOTHER SUBJECT
57-58	MENG = GRADE POINT AVERAGE IN ENGLISH
59-60	MARC = GRADE POINT AVERAGE IN ARITHMETIC
61-62	MTWO = RESERVED FOR ANOTHER SUBJECT
63-64	MTRE = RESERVED FOR ANOTHER SUBJECT
65-66	MSSH = GRADE POINT AVERAGE IN SOCIAL STUDIES OR IN HISTORY
67-68	MSCI = GRADE POINT AVERAGE IN SCIENCE
69-70	MOTH = GRADE POINT AVERAGE IN OTHER SUBJECTS (average of many)
71-72	MSIX = GRADE POINT AVERAGE IN MRIT, MLTR, MSPL, MENG, MARC, MSCI
73-74	MALL = GRADE POINT AVERAGE OF ALL SUBJECTS RECORDED
75-76	MACT = GRADE POINT AVERAGE IN ACTIVITY COURSES (MUSIC, ART, BAND, P.E.)
77-78	MFOR = RESERVED FOR ANOTHER SUBJECT
80	CODE = R

(Data for above items should be rounded to the nearest tenth, no decimal)

```
                                    MAJR VS MLTR

                                              ...............
                                                   MLTR
                                              ...............

                      0         0         0         0         0         0         0         0         0
                      0         0         0         0         0         0         0         0         0
                      0         0         0         0         0         0         0         0         0
     DATA             0         1         2         3         4         5         6         7         8
                      0.........0.........0.........0.........0.........0.........0.........0.........0....
MAJ      MIN
                      =
 37       29     01   XXXXXXXXXXXXXXXXXXXXXXXXXXXXX********
 39       33     02   XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX******
 42       39     03   XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX***
 40              04   XX**************************************
               ......
                MAJR
               ......

  .0      MAJ     1         .00
  .0      MIN     0         .00
 3.7      MAJ    30      112.90
 2.9      MIN     4       11.80
 3.9      MAJ    15       59.00
 3.3      MIN     2        6.70
 4.2      MAJ    19       80.40
 3.9      MIN     8       31.20
 4.0      MAJ    19       76.60
  .0      MIN     0         .00
```

Fig. 1

Teacher Major (Y coordinate) vs. Mean Student Grade in Literature (X coordinate) for Minority students (MIN) vs. other students (MAJ) - 5th grade.

```
                                                  SEX VS MENG

                                                    ................
                                                          MENG.
                                                    ................

                        0         0         0         0         0         0         0         0         0
                        0         0         0         0         0         0         0         0         0
                        0         0         0         0         0         0         0         0         0
     DATA               0         1         2         3         4         5         6         7         8
                        0.........0.........0.........0.........0.........0.........0.........0.........0....
MAJ      MIN

                        =
 40       30      1     XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX**********
 40       38      2     XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX**
                ......
                 SEX
                ......

  .0     MAJ      1           .00
  .0     MIN      0           .00
 4.0     MAJ     27        109.50
 3.0     MIN      2          6.00
 4.0     MAJ     56        228.80
 3.8     MIN     12         45.70
```

Fig. 2

Teacher sex (Y coordinate) vs. Mean Student Grade in English (X coordinate) for Minority students (MIN) vs. other students (MAJ) - 5th grade.

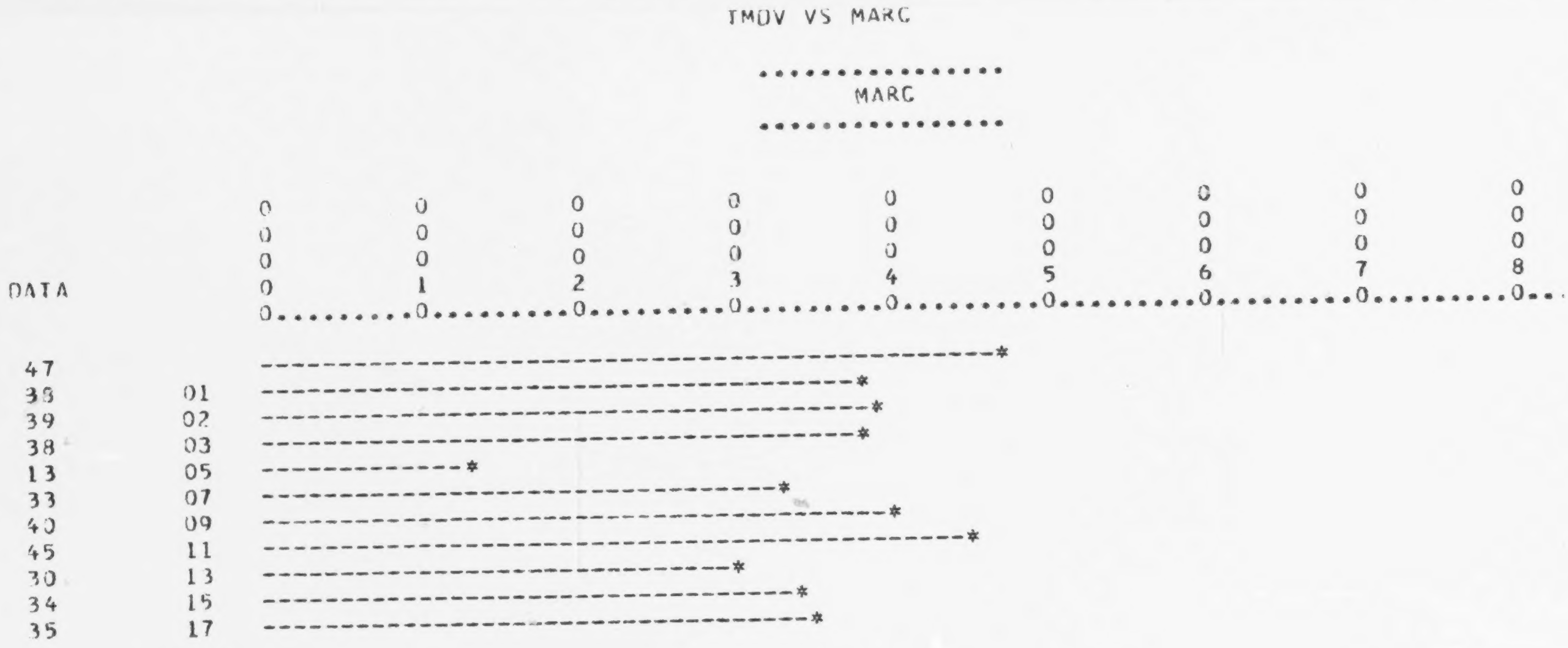


Fig. 3

Times family moved (Y coordinate) vs.
Mean Student Grade in Arithmetic
(X coordinate) - all 5th grade students.

```
                                                     TMOV VS MARC

                                                        ................
                                                             MARC
                                                        ................


                        0         0         0         0         0         0         0
                        0         0         0         0         0         0         0
                        0         0         0         0         0         0         0
         DATA           0         1         2         3         4         5         6
                        0.........0.........0.........0.........0.........0.........0
         MAJ  MIN
          60   34       XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX**************************
          39   34  01   XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX*****
          40   24  02   XXXXXXXXXXXXXXXXXXXXXXXX****************
          37   50  03   *************************************XXXXXXXXXXXXX
          12       05   XX************
          32       07   XX********************************
          40       09   XX****************************************
          45       11   XX*********************************************
          30       13   XX******************************
          34       15   XX**********************************
          34       17   XX**********************************
                  .....
                  TMOV
                  .....


 6.0  MAJ   1             6.00
 3.4  MIN   1             3.40
 3.9  MAJ  48           187.60
 3.4  MIN  11            37.80
 4.0  MAJ   9            36.50
 2.4  MIN   1             2.40
 3.7  MAJ  10            37.20
 5.0  MIN   1             5.00
 1.2  MAJ   2             2.50
  .0  MIN   0              .00
 3.2  MAJ   6            19.50
  .0  MIN   0              .00
 4.0  MAJ   1             4.00
  .0  MIN   0              .00
 4.5  MAJ   2             9.00
  .0  MIN   0              .00
 3.0  MAJ   1             3.00
  .0  MIN   0              .00
 3.4  MAJ   2             6.80
  .0  MIN   0              .00
 3.4  MAJ   2             6.90
  .0  MIN   0              .00
```

Fig. 4

Times family moved (Y coordinate) vs. Mean Student Grade in Arithmetic (X coordinate) for Minority students (MIN) vs. other students (MAJ) - 5th grade.

DEVELOPING AN EDUCATIONAL INFORMATION SYSTEM

WESTERN NEVADA REGIONAL EDUCATION CENTER

220 Main Street
P. O. Box 421
Lovelock, Nevada 89419

Tel. (702) 273-2631

PREFACE

This pamphlet includes excerpts from various documents prepared by the WN-REC staff during the design of the education information system. It may be helpful to include these case histories for anyone who wishes to try his hand at designing a system for local use.

The Fifth Grade Pilot Project was carried out in Spring 1970. Its primary purpose was testing feasibility of the collection procedure. A secondary purpose was to determine what items of data were required by personnel in the schools of the Western Nevada Region. Portions of that study are included.

After the fifth grade study was completed, a seminar of school people in Western Nevada was convened and asked to rate the desirability using the Student Information items chosen by WN-REC (as well as other items previously considered). The resultant User Needs Analysis confirmed the acceptability of the information items chosen.

WN-REC
8/69

WN-REC MISSION

THE MISSION OF THE WESTERN NEVADA REGIONAL EDUCATION CENTER IS TO ASSIST MEMBER SCHOOL DISTRICTS IN DEVELOPING NEW AND/OR IMPROVED EDUCATIONAL PROGRAMS AS A RESULT OF PROFESSIONAL SERVICES RELATED TO PROJECTS ADOPTED BY THE GOVERNING BOARD OF THE CENTER.

CENTER GOALS:

I. To develop an educational information system which, when implemented in part or in total, will provide selected data/information for use by individuals and groups within the districts, Region, and State in educational planning and decision-making.

II. To productively involve persons and organizations representative of the general public in continually (1) assessing learner needs, (2) identifying educational problems, (3) identifying potential solutions, and (4) evaluating educational performance.

III. To supplement existing efforts in promoting an increased awareness and understanding of emerging changes in educational goals, programs, and procedures.

STUDENT DATA ITEMS*

FIXED DATA: Consisting of data items (1) most often required for a school management system, and (2) least likely to need change, altering, or updating.

1. Enrollment Data Items
   - School DP Number
   - Student DP Number
   - School Name
   - Date
   - Student Name
   - Grade
   - Sex
   - Birth Date
   - Address

2. Personal/Home Data Items
   - Birth Place
   - Parent/Guardian
     - Relation (Mother, Father)
     - Stepmother, Stepfather, Other Relative, Legal Guardian, Self, Not Available
     - Occupation(s)
   - Home Language
   - Race (White, Negro, Indian, Oriental)
   - Health Summary:
     - Visual, Hearing, Speech, Allergies, Hemophilia, Heart, Epilepsy, Motor, Other, Diabetes
     - Physical Disability
     - Most Recent Physical Exam
     - Emergency Procedure
     - Cleared for Special Activities
   - Distance from School
   - Means Transportation to School
   - Noon Lunch

VARIABLE DATA: Consisting of data (1) important to periodical reporting and (2) most subject to changes, alterations, or up-dating.

1. Student Accounting Data Items
   - Date Entered School
   - Date Left School
   - Federal Aid Eligibility
   - Student Education Plans (secondary only)
   - Special Education
   - Special Referrals

---

* Subject to possible revision.

2. Academic Record
   - Course Title, Number
   - Grades
   - Credits

STANDARDIZED TESTS DATA: Consisting of results from giving standardized achievement tests, student inventory tests, and/or mental ability tests.

- Raw Scores
- Percentiles (Classroom, District, Regional, National)
- Stanines

CURRICULUM PROJECT GOALS

It shall be a goal of the Center to establish, by summer 1970, a data base consisting of descriptions of course and program offerings; text and media utilizations; and time and space allotments for some selected portion of the school districts within the Region.

Anticipated Data Usage

Identification and description of the programs, courses, classes, and activities which make up the curriculum of some or all of the schools of the Region shall be completed. This information shall be stored in such a manner as to provide comparison capabilities between student achievements and staff training and performance within the districts. By this means strengths and weaknesses in performance can be diagnosed. Additional statistical comparisons can be made using the supplemental computational facilities available from sources such as SDC's EXTRA. The Boulder information service may provide additional leads for meaningful comparisons in the curriculum area.

Through the use of computer scheduling services, information about the utilization of teachers, classrooms, and other school facilities can be compiled. This information can be obtained by using services such as the student accounting service of the Sacramento Data Processing Center. This scheduling information can be obtained by the use of classroom rosters and stored as a file of information about each teacher, classroom, school or school district.

Diagnoses of successes and failures of local curricular offerings can be made from analyses of standardized test results. Tallies of student errors made on local teacher-made tests can be used to diagnose successes and failures of teaching or of teacher-made tests in the various curricular or program areas.

Some of the data items that could be identified in such a curriculum data system are listed on the following page. Data items such as: 4. Course Title Number, and 17. Content Descriptors will need district and/or state-wide agreement on terminology before the data can be successfully coded.

CURRICULUM DATA ITEMS

Data Items

1. Instructional Area
2. Local Course Number
3. Section Number
4. Course Title Number
5. Sequential Year
6. Level of Difficulty
7. Year or Grade Level
8. Teacher Social Security Number
9. Site Code
10. Space Code
11. School Year
12. Term
13. Type of Program (if Federally or specially State Funded)
14. Type of Pupils
15. Credit Units
16. Course Meets Requirements
17. Content Descriptors
18. Text Usage
19. Teaching Media Used
20. Number of Days
21. Minutes Per Week
22. Percent of Time in Lab.
23. Number of Male Pupils
24. Number of Female Pupils

PERSONNEL PROJECT GOALS

It shall be a goal of the Center to establish by the summer of 1970 a data base, consisting of selected fixed and variable items, for a specified segment of personnel within the Region.

Previous experience and contacts with other data processing centers indicate that this can be quickly and accurately accomplished once the Center gains experience in working with the student data base. Thus Center development plans reflect some slight delay periods between initiating some student data activities and similar personnel data activities. These time spans will (1) assure greater possibilities of success for personnel data development, (2) prevent uneven work loads for Center and district personnel, and (3) permit the Center's exploring the possibilities of related special projects utilizing services such as the Boulder information service. Among the special projects recommended to the Center for study during 1969-70 are the following:

> Differentiated Staffing: To assist the State Department of Education through research design, information gathering, and information dissemination in a differentiated staffing project within the Region.
>
> Teacher Employment: To assist districts and/or the State Department of Education in identifying problems and opportunities associated with recruiting, employing, and retaining classroom teachers in Nevada's rural, small school complex.

However basic to the adoption of any special project is the establishment of a working data bank reflecting existing situations. This final system, when adopted, will result in increased knowledge about school personnel and will standardize and simplify data collection procedures and materials as they relate to district, regional, and state education agencies within the framework of applicable policies and state laws.

The resulting records will be designed so that all fixed items will be in the beginning or high-order portion of the record while the variable items will be in the later or low-order portion. On the following page some of the possible data items relating to educational and/or support personnel are identified.

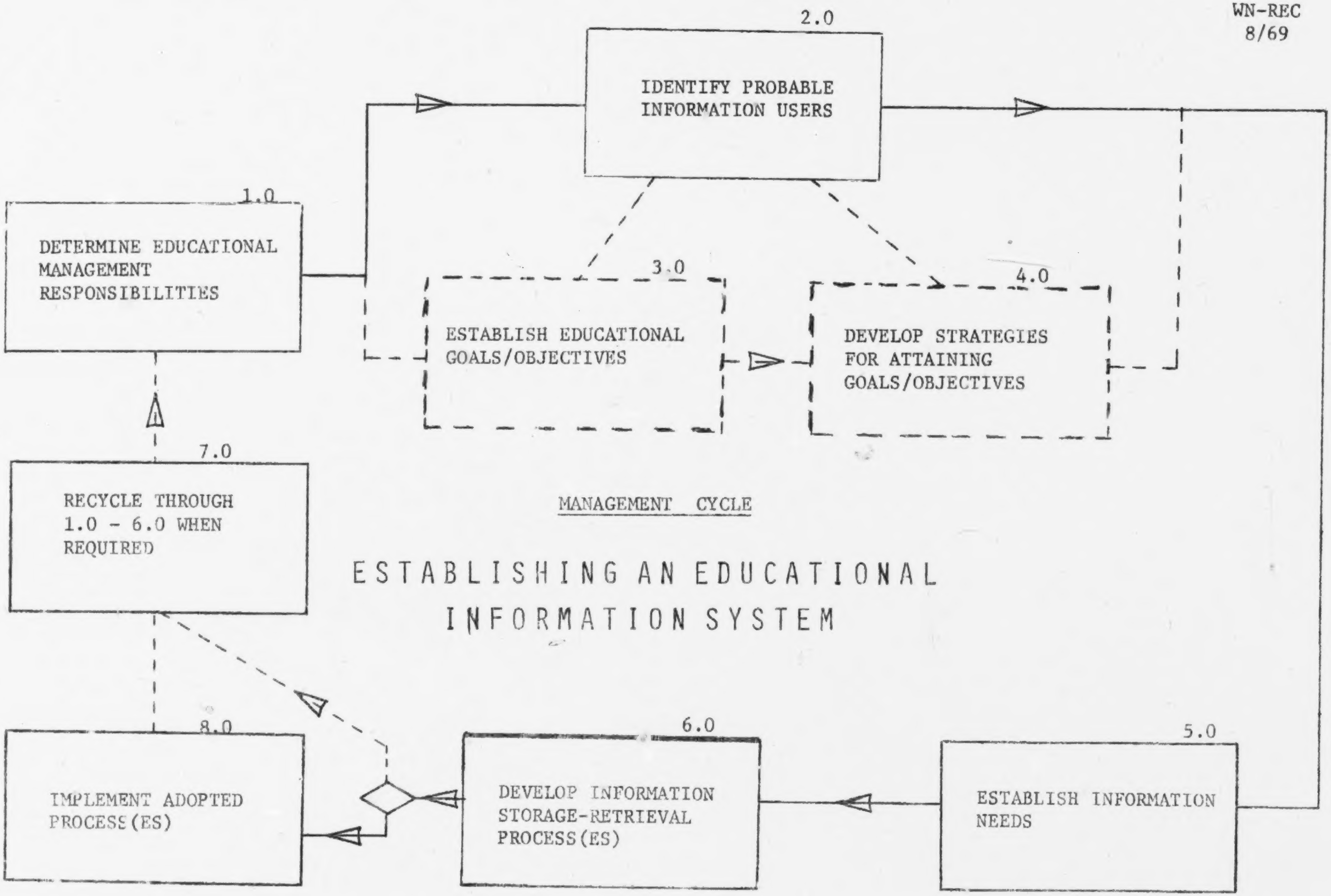
PERSONNEL DATA ITEMS

Personnel Types		
Certificated	Classified	Data Items*
x	x	1. District Code
x	x	2. School (Organization) Code
x	x	3. Social Security Number
x	x	4. Legal Name
x	x	5. Sex
x	x	6. Marital Status
x	x	7. Date of Birth
x	x	8. Highest Level of Education
x	x	9. Educational Employment Status
x		10. Institution Granting First Degree
x		11. Year First Degree Earned
x		12. Institution Granting Highest Degree
x		13. Year Highest Degree Earned
x		14. Total Semester Hours
x		15. Year Last Credit Earned
x		16. Contract Period
x		17. Percent of Time Worked
x		18. Total Contract Salary
x		19. Does Salary Include Compensation for Extra Duties
x		20. Amount for Extra Duties
x		21. Employment Previous Year
x		22. Employment Status
x		23. Local Experience
x		24. State Experience
x		25. Total Educational Experience
x		26. Medical Examination
x		27. Accident Record
		(variable portion of record)
	x	28. Days Employed
	x	29. Hours Worked Per Day
	x	30. Hourly Wage
	x	31. Annual Wage
x		32. Certificate Held
x		33. Date Certificate Issued
x		34. Date Certificate Expires
x		35. Instructional Level Authorized by Certificate
x		36. Grades Authorized by Certificate
x		37. Fields/Areas/Services Authorized
x		38. Subjects Authorized
x	x	39. Position Title
x	x	40. Area of Responsibility
x	x	41. Instructional Area
x	x	42. Scope of Assignment
x	x	43. Level of Assignment
x	x	44. Percent of Time
x		45. Local Course Number

---

* Subject to necessary revisions.

WN-REC
8/69


2.0
IDENTIFY PROBABLE INFORMATION USERS
1.0
DETERMINE EDUCATIONAL MANAGEMENT RESPONSIBILITIES
3.0
ESTABLISH EDUCATIONAL GOALS/OBJECTIVES
4.0
DEVELOP STRATEGIES FOR ATTAINING GOALS/OBJECTIVES
7.0
RECYCLE THROUGH 1.0 - 6.0 WHEN REQUIRED
8.0
IMPLEMENT ADOPTED PROCESS(ES)
6.0
DEVELOP INFORMATION STORAGE-RETRIEVAL PROCESS(ES)
5.0
ESTABLISH INFORMATION NEEDS

MANAGEMENT CYCLE

ESTABLISHING AN EDUCATIONAL INFORMATION SYSTEM

PROCEDURES FOR EVALUATING THE EDUCATIONAL INFORMATION SYSTEM

Cost effectiveness analyses will be made by calculating the time and money expended currently in the preparation of reports emanating from schools and school districts utilizing their present manual system. These expenditures will be compared with the time and money expended on the reports emanating from the computer-based information system, excluding developmental costs for the system.

User effectiveness analyses of the system will be performed by analyzing the feedback from users while the system is under development and after the system has been put into operation. Analyses of the use of computer-emanated reports in the school systems throughout the region will be made. These analyses will attempt to identify multiple uses of standardized reports, special needs in reporting by individual districts which could be computerized, and unique reporting requirements that might be satisfied by subscribing to supplementary statistical services.

Evaluation of an information system is a continuous process. The figure which immediately follows this discussion illustrates the cyclic nature of the design and evaluation processes in the establishment of an educational information system. Each of the processes indicated on this chart involves an individual cycle of development and evaluation. Further details on each of these cycles are being prepared and will be available shortly.

PILOT PROJECT

FIFTH GRADE STUDENT DATA

PROJECT REPORT

February 1, 1970

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WESTERN NEVADA REGIONAL EDUCATION CENTER
FIFTH GRADE STUDENT DATA PILOT PROJECT REPORT

SPRING, 1969

INTRODUCTION

In keeping with the ESEA, Title III proposal establishing the Western Nevada Regional Education Center (WN-REC) in 1968, the Board of Directors approved the implementation of a "Fifth Grade Student Data Pilot Project. The project's primary goal was to determine the kinds of data that could or could not be collected in rural Western Nevada. Knowledge that certain data cannot be collected is perhaps as important as identifying the collectable. Data collected provided some insight into problems of data collection and at the same time gained some understanding of the sampled fifth grade population in the WN-REC area.

PROCEDURES AND PROCESSES

The Center staff surveyed the State and the Region to determine what kinds of data were presently being collected by the local schools and school districts. A compilation of these data was made and duplications were eliminated. Careful screening of data types produced a list which was categorized and delimited to the ones that appear on the ten Op-Scan sheets in Appendix 1.

Data to be collected was approved by the eight County Superintendents and their assistants. After surveying the literature and contacting specialists in data collecting, WN-REC selected Optical Scanning as the best and most effective means of collecting large amounts of data. Special instruction in the preparation of Op-Scan sheets followed. By the first of March the design, art work, and varityping of the WN-REC Op-Scan sheets was completed. The printed sheets were ordered from Optical Scanning Corp., Newtown, Pennsylvania.

At the March meeting, the Board of Directors of WN-REC approved a random selection of one fifth grade class from each district to be used in a Pilot Study of the data collection system. Fifth grade classes selected from the eight counties were as follows:

Mrs. Della Bailey - Pershing
Mrs. Iva Cunnyngham - Churchill
Mr. Paul Dahl - Carson City
Mr. Robert Eastman - Humboldt
Miss Doris Hansen - Storey
Mrs. Margaret Starkey - Lyon
Mrs. Catherine Williams - Mineral
Mrs. Sharon Williams - Douglas

Early in May, in-service training was conducted for the above teachers who would collect the data. Proper utilization and completion of Op-Scan sheets and alpha-numeric techniques of data collection were emphasized.

WN-REC received the Op-Scan sheets from Optical Scanning Corp. and distributed them to the teachers. Questions which had arisen during the training period were discussed and final instructions were given to the fifth grade teachers.

The forms were completed by district identified persons--students, faculty, school nurse and principals. The completed sheets were sent to the Director of Research, Oakland, California, Public Schools, who had agreed to "run" the sheets through their Optical Scan "reader" and to supply WN-REC with the 28 IBM card output per pupil as originally designed. It was noted by Mrs. Darlene Nichols, the Op-Scan Specialist at the Oakland School District office, that there were certain errors in wiring instructions and that there were some troubles with the sheets and adjustments had to be made to correct for the errors. By careful manipulation and redesigning our data program with the aid of Mr. Garry Vance, Computer Center at University of Nevada, WN-REC was able to reduce the number of IBM cards to 16 cards per student deck. At this point it was decided that the present staff at WN-REC had increased its capabilities in designing and operating data processing procedures so that, despite the resignation of a key person, the fifth grade pilot study could be completed as originally planned.

The Op-Scan reader programs and the University of Nevada's Sigma 7 Computer were made compatible. Data error routines were established to check on the reliability of data (see Appendix 2). An evaluation of the entire program was performed. This evaluation included the following:

1. Survey of participating teachers to determine value and effectiveness of data sheets--each item on the data sheets was included in a questionnaire. Each user was queried and those elements which were not valid, extremely difficult to obtain, or caused excessive unfavorable reaction from parents of children were noted for elimination from future questionnaires (see Appendix 3).

2. Task Force Evaluation - A Task Force was convened at the University of Nevada to rate the usefulness of the data collected in the Fifth Grade Project. Comprising the Task Force were:

Mr. John Gamble, State Deputy Superintendent of Education
Dr. Thomas Tucker, Department Head, Education Administration, University of Nevada
Dr. Paul Fawley, Department Head, Education Administration, University of Utah
Dr. Robert Whittemore, Director, Student Counseling Center, University of Nevada
Mr. Paul Dahl, Principal, Carson Elementary School
Mrs. Della Bailey, Teacher, Pershing County Elementary School

A tabulation of the results of the Task Force rating is attached (see Appendix 4). An arbitrary value of 2.5 (where 1 = highest, 5 = lowest) was used as the cutting point to determine the pertinent data items to be used in a future student information questionnaire (see Appendix 4).

On this basis new forms and card formats were made. Four levels of information were established. Level I - Entry Data; Level II - Personal and Home Data; Level III - Standardized Tests Data; and Level IV - Accounting Data. The first two levels of data are relatively stable for a given student and, hence, can form the basis for a permanent student information file. Levels III and IV, however, require constant updating in order to be useful.

OBJECTIVES AND RESULTS

Following is an introduction to the published Project Objectives and the Center's analysis of the results:

General Objectives	Results
1. To create a data bank that can prove to be of benefit to districts in documenting or analyzing student information.	1. A data bank on selected fifth graders has been established and the Center is capable of recalling any or all items of the data and computing many statistics as indicated in the print-outs (Appendix 5).
2. To develop data processing procedures and make a trial run.	2. The data has been collected and is retrievable.
3. To conduct an analysis of the potential of the gathered data for district administrators, teachers, students, and the general public.	3. The potential value of the data is high--depending upon the amount of money and time spent. With limited budget and time the data supplied by fifth graders--though carefully supervised and checked by competent teachers--is not reliable enough to make generalizations concerning the school curriculum or the relationship of demographic patterns to the behavior of fifth grade pupils.
4. To increase the capabilities of the Center staff in designing and operating data processing procedures.	4. The Center staff has gained much in its ability to design and operate data processing procedures. The first Optical Scan sheets used by the Center required ten sheets and 28 IBM cards per student. At this time, WN-REC has reduced the number of data items, redesigned the forms, and reduced the number of Optical Scan Forms considerably (one for Student Entry Data, and two additional forms for Personal and Home Data). The total number of IBM cards needed to store the data on students has been reduced to about seven, depending on the amount of performance data--Standardized Tests and grades--to be stored. Channels of communication are now open between WN-REC and many other data processing centers in the U. S., including the following: Southwest Mississippi Data Processing Center, Oakland Public Schools Data Processing Center, Las Vegas Public School Data Processing Center, Reno Public Schools

General Objectives	Results
	Data Processing Center, SIRS of the State of Florida, Harcourt, Brace and World, Inc., Public Systems Division of Systems Development Corporation, University of Nevada Computer Center, Utah Educational Data Processing Project, and Programming Products Company of San Francisco.
5. To develop usable techniques such that the Center can design and operate information processing procedures meaningful to students, teachers, administrators, and concerned lay citizens and groups.	5. The pilot study revealed many improved techniques of using and handling information that are of real value to administrators, teachers, and students, e.g., student accounting procedures, updating techniques and procedures, analysis of data and new and improved collection procedures.

The following Specific Objectives were to be met:

Specific Objectives	Results
1. To develop a description of the population of fifth grade students in this Region with regard to the variables studied --based on the samples taken.	1. A description of population was made and presented to users in the form of computer print-outs of individual data sheets. Due to the unreliability of some information received from fifth graders, it was felt that a detailed analysis was an unwarranted expense and that money could be more profitably spent in other areas of endeavor. However, some statistical analysis was made to demonstrate feasibility. See Appendix 5. Computer programs were set up and run. These programs will be utilized in analysis of the more reliable data to be collected in the future. An example of the print-out was sent to all users. The Student-Parent information was not reliable enough to justify spending of money in the processing of this information. However, programs have been

Specific Objectives	Results
	developed that make such comparisons not only a possibility but a practical reality. On the basis of this study, changes in the data to be retrieved have been made.
2. To make a descriptive comparison of the demographic characteristics of the population represented in each district. These will be compared with those for the Region as a whole.	2. Although the Center was handicapped during the summer months by the resignation of the Research and Evaluation Specialist and the necessity of reassessment and reassignment of duties of the remaining Professional Staff, many errors were discovered in the original system approach and the procedures established for processing the collected data. Some of these were: (a) Too much data collected resulting in overloading of the random access capacity of the Sigma 7 Computer; (b) Improper alignment of the field registry on Op-Scan forms; (c) Excessive number of coding and decoding requirements, making programming expensive and time consuming; (d) Excessive number of Op-Scan sheets and IBM cards required for data processing; (e) Improper wiring instructions for efficient running of the Optical Scanners, making the wiring of sensitivity boards impractical. The characteristics of the Region as a whole are indicated in the computer print-outs shown in Appendix 5. A tally of the demographic characteristics for each district was not performed. Descriptive statistics of the Region as a whole are included in Appendix 5.
3. To interpret the findings of the above, with particular attention to the implications for instructional programs and curriculum planning.	3. The Pilot Project pointed out problems in processing the data which were subsequently corrected and reprogrammed for efficient usage and reporting. Users of the initial print-outs indicated a need for development of a new and more effective format for use by administrators and teachers.
4. To determine the relationship, if any, that exists between the measured variables and student achievement (school marks).	4. Could not be accomplished.

CONCLUSIONS - RECOMMENDATIONS

1. Given cooperation, data concerning pupils can be collected, processed, and retrieved.

2. There were too many forms (10) and too much information required of the students.

3. The forms need to be redesigned for easier and more accurate completion.

4. After revision of data requirements (and the collection forms) it is recommended that the ninth grade be used as an initial student information source.

5. It is recommended that achievement results be added to the data bank as a dependent variable for comparison with other fixed data.

6. It is recommended that grades and grade point averages be included in total data collection project.

7. The third grade should be included in the data bank during the spring of 1970.

8. Younger students (grades K - 6) should not fill out the data collection sheets.

9. Students in junior high school and high school could probably fill out the Op-Scan forms accurately with the help of trained leaders.

WN-REC Fifth Grade
Pilot Project

TEACHERS' EVALUATIONS

(The numbers in parenthesis are the number of teachers so responding. The total number of teachers involved was eight.)

1. Sheets listed as spoiled: Student Data 1
   Student Data 2
   Student Data 4 (Previous Address)

2. The value of collecting data in relation to you as a teacher:

   To understand student
   Child-teacher placement
   Schools do not have enough data to help teacher
   Records are obsolete

   The value of collecting data in relation to the school and district:

   Unity of files and records in one spot
   Research
   Information available

3. Was the data collected reliable?

Yes	(2)
Fair (75% of responses are reliable)	(1)
Yes (For the information given, but many blanks)	(1)
About 50% as reliable as a fifth grader can be	(1)
About 60% as reliable as a fifth grader can be	(1)
95% reliable (salary not reliable)	(1)
No response	(1)

4. The data items which seem to give the class the most difficulty:

   Parent information
   Income (salary)
   Family Information ("I had 7 grandfathers, 3 fathers")
   Health Data

5. The scheduled breaks in the data collection: (according to classes)

Recess - Overnight	(1)
Recess - Lunch	(1)
Lunch - Overnight	(1)
2 Recesses - Lunch - Overnight	(3)
4 Recesses - 2 Lunches - 2 Overnight	(1)
No response	(1)

6. The teachers needed and/or sought help from:

Nurse (3) and Secretary (1)
Principal (2) and Assistant Superintendent (1)
No help needed (2)

7. The resources used to complete Health Data and Exceptional Data Sheets were:

Nurse	(4)
Records	(5)
Counselor	(1)

8. This project was discussed with:

Other teachers
Parents (Income, Age, Citizenship)
Principal
Assistant Superintendent

Reactions to this project from parents:

One parent called teacher and objected
Too nosey as to age and salary
Two students reported parents not in favor
Interested
Refused information on salary

9. Data teachers feel have been left out:

Attitudes	(2)	Health	(1)
Unexcused Absences	(1)	Psychological	(1)
I.Q.	(1)	Military Parent	(2)
Achievement	(3)		

10. Data teachers feel are unnecessary:

Don't know	(3)
Some health data and previous address	(1)
Present date	(1)
None unnecessary	(2)
No response	(1)

11. Did the teachers work this project into a learning unit?

No	(6)
Yes - Special Unit	(2)

12. The student learned the following from this experience:

About himself and family
To follow instructions
To fill out forms
Not much

13. Was data checked by teachers on data sheets?

Yes	(6)
No	(1)
No response	(1)

14. Teachers who felt instructions clear and/or complete:

Yes	(6)	
No	(1)	(Occupational titles too small)
No response	(1)	

15. Student spent time in:

6 hours, 15 minutes	(1)
1 hour, 45 minutes	(1)
3 hours, 30 minutes	(1)
5 hours	(1)
4 hours	(1)
2 hours	(1)
No response	(2)

Time spent in preparing student:

1 hour	(2)
2 hours	(2)
2 hours, 30 minutes	(1)
30 minutes	(1)
No response	(2)

16. Teachers' time spent:

5 hours	(2)
4 hours	(1)
3 hours	(1)
2 hours and Counselor's time	(1)
11 hours	(1)
No response	(2)

17. The students talked this project over with their parents:

Yes	(6)
Some did	(1)
No response	(1)

18. Parent reaction:

Good	(1)
Bad	(1)
Unhappy	(1)
Questions on personal family life--don't like it	
Noncommittal	

19. Did the student seem to enjoy this?

Yes	(4)
At First	(1)
No	(1)
No response	(2)

20. Teachers' comments, observations, or suggestions:

Parent information should be asked of parents, not children.
Military children move a lot. No special provisions for military.
Health records inadequate.
Make it simpler.
Sample set worked out.
In 1969--is 19 necessary?
Use income rather than salary.
Family means only home.
Collect in the Fall.
Make available entire year.
Feedback to school before next project.

TASK FORCE EVALUATION

A Task Force was convened at the University of Nevada on June 19, 1969. The agenda for that meeting is enclosed. The various members of the Task Force were assigned roles commensurate with their previous experience. The individual members of the Task Force were mailed rating forms (USERS' PERCEIVED STUDENT DATA RELEVANCE) two weeks preceding the meeting. The filled out forms were discussed at the meeting at which time a composite rating form was filled out (IDENTIFYING RELEVANT STUDENT DATA). The pertinent forms follow.

WN-REC
Lovelock

Task Force Session

IDENTIFYING RELEVANT STUDENT DATA

I. PLACE: Ingersol Room, University of Nevada, Reno

II. DATE: June 19, 1969

III. TASK FORCE:

Name	Role
Dr. Thomas Tucker	District Superintendent
Mr. Thomas Greene	District Trustee
Dr. Paul Fawley	Senior High Principal
Mr. Paul Dahl	Elementary Principal
Dr. Robert Whittemore	Counselor
Mrs. Della Bailey	Elementary Teacher
Mr. John Gamble	State Department Education

IV. CENTER PERSONNEL:

Victor M. Hyden	Director
Dale E. Dunn	Programs, Dissemination
S. Carl Treagde	Research, Evaluation
Margaret Madden	Board Secretary

V. SESSION GOAL:

TO IDENTIFY THOSE STUDENT DATA JUDGED
MOST VALUABLE IN MAKING EDUCATIONAL
DECISIONS AFFECTING STUDENTS.

IV. SESSION SCHEDULE:

10:00 - 10:30	INTRODUCTION TO SESSION'S TASK
10:30 - 12:00	DATA COMPILATION BY GROUPS Group I: District Superintendent District Trustee State Department of Education Group II: Senior High Principal Elementary Principal Counselor Elementary Teacher
12:00 - 1:00	LUNCH
1:00 - 3:00	DISCUSSION ON: (1) GROUP COMPILATIONS (2) POSSIBLE DATA COMBINATIONS (3) RELATED EDUCATIONAL DECISIONS

Person________________________

USERS' PERCEIVED STUDENT DATA RELEVANCE

Instructions: Under value, rate in importance of data in relation to your role (principal, teacher, etc.) using 1 as most value and 5 as no value.

Category	Value					Frequency						Related Decisions (when possible)
STUDENT DATA 1 (Page 1)	1	2	3	4	5	Daily	Monthly	6 weeks	Semester	Annual	Never	
Student Name												
Sex												
Race												
Home Data												
Language Data												
STUDENT DATA 2 (Page 2)												
Male Head of Family, Name												
Head of Family												
School Completed												
Citizenship												
Salary												
Occupation												
Number of Other Males in Family (Home)												
Female Head of Family, Name												
Head of Family												
Citizenship												
School Completed												
Salary												
Occupation												
Number of Other Females in Family (Home)												

Category	Value					Frequency						Related Decisions (when possible)
	1	2	3	4	5	Daily	Monthly	6 weeks	Semester	Annual	Never	
STUDENT DATA 3 (Page 3)												
Present Address, Street												
Birthdate												
Birthplace												
STUDENT DATA 4 (Page 4)												
Previous Address, Street												
SCHOOL DATA 1 (Page 5)												
Name of Present School												
Date Entered Present School												
Number of Schools Attended												
Total Time in School												
Total Time Public Schools												
Noon Lunch												
Means of Transportation												
Distance From School												
School Progress Record												
Times Tardy												
Days Absent												
Special Referrals												
If Student Moved												
SCHOOL DATA 2 (Page 6)												
Grade in School												
If Special Education Name the Category												
Teacher												
Subjects - Marks												

Category	Value					Frequency						Related Decisions (when possible)
SCHOOL DATA 2 (Page 6) Cont.	1	2	3	4	5	Daily	Monthly	6 weeks	Semester	Annual	Never	
Social Behavior												
HEALTH DATA 1 (Page 7)												
Family Doctor, Name												
Emergency Phone Number												
Emergency Procedure												
Preferred Hospital												
Allergies												
Physical Examinations												
HEALTH DATA 2 (Page 8)												
Hearing												
Vision												
Height												
Weight												
Teeth												
Immunization												
Tests												
HEALTH DATA 3 (Page 9)												
Disease History												
EXCEPTIONAL STUDENTS DATA (Page 10)												
STUDENT TESTING (New Data)												
Psychological Test Results												
Aptitude Test Results												
I. Q.												
Achievement Test Results												

WN-REC
6/19

Task Force Session

Name ____________________

Role ____________________

IDENTIFYING RELEVANT STUDENT DATA

Category	Supt.	Trustee	S.D.E.	S.H. Princ.	El. Princ.	Counselor	El. Teacher	TOTAL	AVERAGE	COMMENTS
STUDENT DATA 1 (Page 1)										
Student Name	1		1	1	1	1	1	6	1	
Sex	1		2	1	1	2	1	8	1.33	
Race	1		1	3	2	1	3	11	1.83	
Home Data	1		1	4	4	1	1	12	2	
Language Data	1		1	3	4	4	1	14	2.33	
STUDENT DATA 2 (Page 2)										
Male Head of Family, Name	5		3	1	1	1	1	12	2	
Head of Family	1		1	1	1	2	1	7	1.17	
School Completed	1		1	2	4	1	1	10	1.67	
Citizenship	1		1	4	5	4	4	19	3.17	
Salary	1		1	4	4	1	4	15	2.5	
Occupation	1		1	1	5	1	4	13	2.17	
Number of Other Males in Family (Home)	3		2	3	5	4	3	20	3.33	
Female Head of Family, Name	5		3	1	1	1	1	12	2	
Head of Family	1		1	1	1	2	1	7	1.17	
Citizenship	1		1	4	5	4	4	19	3.17	
School Completed	1		1	2	4	2	3	13	2.17	
Salary	1		1	4	4	1	4	15	2.5	
Occupation	1		1	1	5	1	4	13	2.17	
Number of Other Females in Family (Home)	3		2	3	5	4	3	20	3.33	
Present Address, Street	1		1	1	1	1	1	6	1	
Birthdate	1		1	1	1	2	1	7	1.17	
Birthplace	3		1	4	4	4	4	20	3.33	
STUDENT DATA 4 (Page 4)										
Previous Address, Street	5		5	5	5	5	5	30	5	
SCHOOL DATA 1 (Page 5)										
Name of Present School	1		1	1	1	1	1	6	1	
Date Entered Present School	1		1	1	1	3	1	8	1.33	
Number of Schools Attended	5		5	1	4	3	1	19	3.17	
Total Time in School	5		1	2	4	4	2	18	3	
Total Time Public Schools	5		5	2	4	4	4	24	4	

Noon Lunch	2		1	3	4	2	1	13	2.17
Means of Transportation	1		1	1	4	3	1	11	1.83
Distance From School	1		1	2	4	3	1	12	2
School Progress Record	1		1	1	4	1	1	9	1.5
Times Tardy	5		5	4	4	3	4	25	4.17
Days Absent	5		5	2	2	3	2	19	3.17
Special Referrals	5		5	1	1	1	1	14	2.33
If Student Moved	5		5	5	4	5	4	28	4.67
SCHOOL DATA 2 (Page 6)	1		1	4	4	2	4	16	2.67
Grade in School	1		1	1	1	3	1	8	1.33
If Special Education Name the Category	1		1	2	1	1	1	7	1.17
Teacher	5		5	1	1	1	1	14	2.33
Subjects - Marks	1		5	1	1	1	1	10	1.67
Social Behavior	5		5	1	1	1	1	14	2.33
HEALTH DATA 1 (Page 7)									
Family Doctor, Name	3		5	1	1	1	1	12	2
Emergency Phone Number	1		5	1	1	1	1	10	1.67
Emergency Procedure	1		5	1	1	1	1	10	1.67
Preferred Hospital	5		5	1	1	1	1	14	2.33
Allergies	5		5	1	1	2	1	15	2.5
Physical Examinations	5		5	3	4	3	2	22	3.67
HEALTH DATA 2 (Page 8)									
Hearing	1		1	2	4	2	1	11	1.83
Vision	1		1	2	4	2	1	11	1.83
Height	5		5	2	4	2	3	21	3.5
Weight	5		5	2	4	2	3	21	3.5
Teeth	5		5	2	4	2	3	21	3.5
Immunization	1		5	2	4	2	3	17	2.83
Tests	5		5	2	4	2	3	21	3.5
HEALTH DATA 3 (Page 9)									
Disease History	5		5	3	4	3	3	23	3.83
EXCEPTIONAL STUDENTS DATA (Page 10)	1		1	1	1	1	1	6	1
STUDENT TESTING (New Data)									
Psychological Test Results	1		1	1	1	1	1	6	1
Aptitude Test Results	1		1	1	1	1	1	6	1
I. Q.	1		1	1	1	1	1	6	1
Achievement Test Results	1		1	1	1	1	1	6	1

APPENDIX 1

OP-SCAN DATA COLLECTION SHEETS

FIRST NAME	MIDDLE NAME	LAST NAME	NICKNAME OR OTHER NAME
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

PRESENT DATE

MO	DAY	YEAR
0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9

SEX

MALE

FEMALE

RACE

CAUCASIAN
INDIAN (AM.)
ORIENTAL
POLYNESIAN
NEGROID
MIXED

IF MIXED WHICH RACES

CAUCASIAN

INDIAN

ORIENTAL

POLYNESIAN

NEGROID

FROM MEXICAN-AMERICAN HOME?	SPANISH SURNAME?	MARITAL STATUS OF PARENTS	STUDENT HOME
YES NO	YES NO	MARRIED SEPARATED DIVORCED SINGLE MOTHER FATHER ALIVE MOTHER ALIVE	NATURAL HOME ADOPTED HOME FOSTER HOME INSTITUTION OTHER

STUDENT NUMBER

0 1 2 3 4 5 6 7 8 9

LANGUAGE SPOKEN AT HOME	IF NOT ENGLISH ONLY, NAME OF OTHER LANGUAGE			
ENGLISH ONLY ENGLISH & OTHER OTHER ONLY	DANISH FINNISH GERMAN NORWEGIAN SWEDISH	BASQUE FRENCH ITALIAN PORTUGUESE SPANISH	GREEK INDIAN (AM.) MEXICAN POLISH YIDDISH	CHINESE INDIAN (ASIA) JAPANESE RUSSIAN OTHER

UTILITY FORM 5376

OPTICAL SCANNING FORMS by OPTICAL SCANNING CORPORATION,

MALE HEAD OF FAMILY

F. I. M. I.

LAST NAME

AGE

NUMBER OF OTHER MALES IN FAMILY

OLDER BROTHERS, COUSINS, HALF-BROTHERS, STEP-BROTHERS

YOUNGER BROTHERS, COUSINS, HALF-BROTHERS, STEP-BROTHERS

GRANDFATHERS AND UNCLES

OTHERS

HEAD OF FAMILY
FATHER
STEPFATHER
GUARDIAN
OTHER
NONE

SCHOOL COMPLETED
GRADE
HIGH
COLLEGE
OTHER

CITIZENSHIP
NATIVE
NATURALIZED
OTHER

SALARY RANGE
Less than $3,000
$ 3,000-$ 6,999
$ 7,000-$10,999
$11,000-$14,999
$15,000-$18,999
$19,000-$22,999
$23,000 & over

OCCUPATION
Professional, etc.
Clerical & Sales
Service
Farming, etc.
Processing
Machine Trades
Bench Work
Structural Work
Other

FEMALE HEAD OF FAMILY

F. I. M. I.

LAST NAME

AGE

NUMBER OF OTHER FEMALES IN FAMILY

OLDER SISTERS, COUSINS, HALF-SISTERS, STEP-SISTERS

YOUNGER SISTERS, COUSINS, HALF-SISTERS, STEP-SISTERS

GRANDMOTHERS AND AUNTS

OTHERS

HEAD OF FAMILY
MOTHER
STEPMOTHER
GUARDIAN
OTHER
NONE

SALARY RANGE
Less than $3,000
$ 3,000-$ 6,999
$ 7,000-$10,999
$11,000-$14,999
$15,000-$18,999
$19,000-$22,999
$23,000 & over

CITIZENSHIP
NATIVE
NATURALIZED
OTHER

OCCUPATION
Professional, etc.
Clerical & Sales
Service
Farming, etc.
Processing
Machine Trades
Bench Work
Structural Work
Other

SCHOOL COMPLETED
GRADE
HIGH
COLLEGE
OTHER

STUDENT NUMBER

WESTERN NEVADA REGIONAL EDUCATION CENTER

OPTICAL SCANNING FORMS by OPTICAL SCANNING CORPORATION

PRESENT ADDRESS

STREET ADDRESS OR POST OFFICE BOX OR RURAL ROUTE AND BOX

CITY-TOWN | CO. | ST. | ZIP CODE

TELEPHONE NUMBER

HOW LONG THERE
YRS. | MOS.

BIRTHDATE
MO. | DAY | YEAR

BIRTHPLACE

CITY OR TOWN

ST.

COUNTRY

AFRICA
ASIA
AUSTRALIA
N. America (not USA)
S. AMERICA
EUROPE
UNITED STATES

STUDENT NUMBER

WESTERN NEVADA REGIONAL EDUCATION CENTER

PREVIOUS ADDRESS

STREET ADDRESS OR POST OFFICE BOX
OR RURAL ROUTE AND BOX

CITY OR TOWN

ST.

COUNTRY

AFRICA
ASIA
AUSTRALIA
EUROPE
N. America (not USA)
S. AMERICA
UNITED STATES

HOW LONG THERE

YRS.	MOS.

FOR LESS THAN 12 MONTHS, STATE NUMBER OF TIMES MOVED IN LAST 5 YEARS

STUDENT NUMBER

WESTERN NEVADA REGIONAL EDUCATION CENTER

OPTICAL SCANNING FORMS BY OPTICAL SCANNING CORPORATION

NAME OF PRESENT SCHOOL

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

DATE STUDENT ENTERED PRESENT SCHOOL

MO.		DAY		YEAR			
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

NOON LUNCH

AT SCHOOL
AT HOME
OTHER
If at School Paid By
SCHOOL
FAMILY

NUMBER OF SCHOOLS ATTENDED

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Total Time In School

YRS.		MOS.	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

TOTAL TIME IN PUBLIC SCHOOLS

YRS.		MOS.	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

ENROLLMENT IN OUTSIDE FUNDED PROGRAMS

FEDERALLY ASSISTED
PRIVATE FOUNDATION
NONE

IF FEDERAL, TYPE

PL 815
PL 874
ESEA - TITLE I
ESEA - TITLE II
ESEA - TITLE III
ESEA - TITLE IV
ESEA - TITLE V
ESEA - TITLE VI
ESEA - TITLE VII
ESEA - TITLE VIII
JOHNSON-O'MALLEY
DEPT. OF AG. LUNCH
OTHER

IF PRIVATE, TYPE

CARNEGIE
FLEISCHMANN
FORD
GUGGENHEIM
HILLS FNDTN
ROCKEFELLER
OTHER

IS PRESENT SCHOOL PUBLIC

YES
NO

MEANS OF TRANSPORTATION TO SCHOOL

WALK BIKE
FAMILY CAR
OWN CAR
SCHOOL BUS
OTHER

Distance From School MILES

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

IF STUDENT MOVED, WHERE - CITY, TOWN

A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

CO.

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

State

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

STUDENT NUMBER

0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

SCHOOL PROGRESS RECORD

SUSPENDED
GRADUATED
MOVED
PROMOTED
WITHDREW
DEMOTED
EXPELLED
RETAINED

If Withdrew WHY

Accident
Court Action
Family Finances
Family Breakup
Marriage
Medical
Pregnancy
Psychological
Other

TIMES TARDY

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

DAYS ABSENT

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

SPECIAL REFERRALS

COUNSELOR
PARENT
PRINCIPAL
SPECIAL ED
OTHER

WESTERN NEVADA REGIONAL EDUCATION CENTER

GRADE IN SCHOOL
PRE
K
1
2
3
4
5
6
7
8
9
10
11
12
UNGRADED
SPECIAL
ADULT

IF UNGRADED	
GRADE EQUIV.	GRADE SPREAD
PRE	PRE
K	K
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12

SEMESTER
1
2

IF SPECIAL EDUCATION NAME THE CATEGORY
AUDITORY DISABILITY
EDUCABLE MR
EMOTIONALLY DISTURBED
NEUROLOGICAL DISABILITY
PHYSICAL DISABILITY
REMEDIAL SUBJECTS
SPEECH DISABILITY
TRAINABLE MR
VISUAL DISABILITY

TEACHER																
FI	MI	LAST NAME														
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

SUBJECTS	CREDITS					MARKS						
						A	B	C	D	E	P	F
	1	2	3	4	5	1	2	3	4	5	S	U
AMERICAN HISTORY, HISTORY												
ARITHMETIC, MATHEMATICS												
ART, DRAWING												
BAND												
CITIZENSHIP												
ENGLISH, LANGUAGE												
GEOGRAPHY												
HEALTH, HYGIENE												
FOREIGN LANGUAGES												
LIBRARY												
LITERATURE												
MUSIC												
NEVADA HISTORY												
PHYSICAL EDUCATION												
PHONETICS, PHONICS												
READING												
SCIENCE												
SOCIAL SCIENCE, SOCIAL STUDIES												
SPELLING												
WRITING												
OTHER												

SOCIAL BEHAVIOR		
	P	F
	S	U
Conduct		
Cooperation		
Courtesy		
Dependability		
Deportment		
Effort		
Initiative		
Neatness		
Punctuality		
Sociability		
Study Habits		

STUDENT NUMBER							
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

[illegible] REGIONAL EDUCATION CENTER

UTILITY FORM 5381

OPTICAL SCANNING FORMS — OPTICAL SCANNING CORPORATION

FAMILY DOCTOR

FI MI LAST NAME

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

DR.'S PHONE NO.

0 1 2 3 4 5 6 7 8 9

EMERGENCY NO.

0 1 2 3 4 5 6 7 8 9

EMERGENCY PROCEDURE

Call
Home Hospital
Doctor Other

PREFERRED HOSPITAL

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

ALLERGIES

ASTHMA
YES
NO
Don't Know
IF YES YEAR
0 1 2 3 4 5 6 7 8 9

DRUG REACTION
YES
NO
Don't Know
IF YES YEAR
0 1 2 3 4 5 6 7 8 9

HAY FEVER
YES
NO
Don't Know
IF YES YEAR
0 1 2 3 4 5 6 7 8 9

INSECT STINGS
YES
NO
Don't Know
IF YES YEAR
0 1 2 3 4 5 6 7 8 9

PHYSICAL EXAMINATIONS

FEET
Exam
No Exam
OK
Not OK
IF NOT OK DATE - YEAR
0 1 2 3 4 5 6 7 8 9

NOSE
Exam
No Exam
OK
Not OK
IF NOT OK DATE - YEAR
0 1 2 3 4 5 6 7 8 9

NUTRITION
Exam
No Exam
OK
Not OK
IF NOT OK DATE - YEAR
0 1 2 3 4 5 6 7 8 9

POSTURE
Exam
No Exam
OK
Not OK
IF NOT OK DATE - YEAR
0 1 2 3 4 5 6 7 8 9

SKIN
Exam
No Exam
OK
Not OK
IF NOT OK DATE - YEAR
0 1 2 3 4 5 6 7 8 9

THROAT
Exam
No Exam
OK
Not OK
IF NOT OK DATE - YEAR
0 1 2 3 4 5 6 7 8 9

STUDENT NUMBER

0 1 2 3 4 5 6 7 8 9

WESTERN NEVADA REGIONAL EDUCATION CENTER

297

OPTICAL SCANNING CORPORATION

HEARING db LOSSES	lf.	rt.
NONE		
30		
40		
50		
60		
70		
80		

VISION 20/	lf.	rt.
10		
20		
30		
40		
50		
60		
70		
80		
90		
100		
120		
140		
160		
180		
200		

HEIGHT INCHES	
30	56
32	58
34	60
36	62
38	64
40	66
42	68
44	70
46	72
48	74
50	76
52	78
54	80

WEIGHT POUNDS	
30	160
40	170
50	180
60	190
70	200
80	210
90	220
100	230
110	240
120	250
130	260
140	270
150	280

TEETH	LOWER 1	LOWER 2	LOWER 3	LOWER 4	UPPER 1	UPPER 2	UPPER 3	UPPER 4
WISDOM LEFT								
MOLAR								
MOLAR								
BICUSPID								
BICUSPID								
CUSPID								
INCISOR								
INCISOR								
INCISOR								
INCISOR								
CUSPID								
BICUSPID								
BICUSPID								
MOLAR								
MOLAR								
WISDOM RIGHT								

TEETH LEGEND

1. GOOD
2. CAVITY
3. FILLED
4. MISSING

IMMUNIZATION

Diphtheria	Whpg. Cough	Tetanus	D. P. T	Influenza
YES NO	YES NO	YES NO	YES NO	YES NO
IF YES, YEAR	IF YES, YEAR	IF YES, YEAR	IF YES, YEAR	IF YES, YEAR
0 0	0 0	0 0	0 0	0 0
1 1	1 1	1 1	1 1	1 1
2 2	2 2	2 2	2 2	2 2
3 3	3 3	3 3	3 3	3 3
4 4	4 4	4 4	4 4	4 4
5 5	5 5	5 5	5 5	5 5
6 6	6 6	6 6	6 6	6 6
7 7	7 7	7 7	7 7	7 7
8 8	8 8	8 8	8 8	8 8
9 9	9 9	9 9	9 9	9 9

Measles	Mumps	Polio	Small Pox	Typhoid Fever
YES NO	YES NO	YES NO	YES NO	YES NO
IF YES, YEAR	IF YES, YEAR	IF YES, YEAR	IF YES YEAR	IF YES, YEAR
0 0	0 0	0 0	0 0	0 0
1 1	1 1	1 1	1 1	1 1
2 2	2 2	2 2	2 2	2 2
3 3	3 3	3 3	3 3	3 3
4 4	4 4	4 4	4 4	4 4
5 5	5 5	5 5	5 5	5 5
6 6	6 6	6 6	6 6	6 6
7 7	7 7	7 7	7 7	7 7
8 8	8 8	8 8	8 8	8 8
9 9	9 9	9 9	9 9	9 9

TESTS

Blood	P.P.D. Skin	T.B.	Urine
YES NO	YES NO	YES NO	YES NO
IF YES, YEAR	IF YES, YEAR	IF YES, YEAR	IF YES, YEAR
0 0	0 0	0 0	0 0
1 1	1 1	1 1	1 1
2 2	2 2	2 2	2 2
3 3	3 3	3 3	3 3
4 4	4 4	4 4	4 4
5 5	5 5	5 5	5 5
6 6	6 6	6 6	6 6
7 7	7 7	7 7	7 7
8 8	8 8	8 8	8 8
9 9	9 9	9 9	9 9

STUDENT NUMBER							
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

WESTERN NEVADA REGIONAL EDUCATION CENTER

UTILITY FORM 5383

OPTICAL SCANNING FORMS ® OPTICAL SCANNING CORPORATION

DISEASE HISTORY

Chicken Pox
YES
NO
IF YES, YEAR

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Chorea
YES
NO
IF YES, YEAR

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Diphtheria
YES
NO
IF YES, YEAR

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Ear Infection
YES
NO
IF YES, YEAR

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

German Measles
YES
NO
IF YES, YEAR

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Influenza
YES
NO
IF YES, YEAR

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Measles
YES
NO
IF YES, YEAR

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Mumps
YES
NO
IF YES, YEAR

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Pneumonia
YES
NO
IF YES, YEAR

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Polio
YES
NO
IF YES, YEAR

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Rheumatic F
YES
NO
IF YES, YEAR

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Rheumatism
YES
NO
IF YES, YEAR

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Scarlet Fever
YES
NO
IF YES, YEAR

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Small Pox
YES
NO
IF YES, YEAR

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Tonsilitis
YES
NO
IF YES, YEAR

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Typhoid Fever
YES
NO
IF YES, YEAR

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Whooping Cough
YES
NO
IF YES, YEAR

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

STUDENT NUMBER

0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

WESTERN NEVADA REGIONAL EDUCATION CENTER

INTELLECTUALLY GIFTED
REGULAR
UNDERACHIEVER

INTELLECTUALLY DEFICIENT
SLOW LEARNER
EMR
TMR
TOTALLY DEPENDENT

AUDITORY DISABILITY	
AMOUNT	TYPE
ONE EAR	CONDUCTIVE
BOTH	SENSORY-NEURAL
PARTIAL	CNS
DEAF	

ORTHOPEDIC DISABILITY	
AMOUNT	TYPE
LOSS R. ARM	ACCIDENT
LOSS L. ARM	CARDIAC
LOSS R. LEG	CONGENITAL
LOSS L. LEG	HEMOPHELIA
Partial DISABILITY	MUSC DYSTROPHY
TOTAL DISABILITY	TB OF JOINTS
	OTHER

SPEECH DISABILITY	
AMOUNT	TYPE
PARTIAL	APHASIA
	ARTICULATORY
TOTAL	BILINGUALITY
	CEREBRAL PALSY
	CLEFT PALATE
	IMPAIRMENT
	MENTAL RETARDED
	RETARDED SPEECH
	STUTTERING
	VOICE IMPEDIMENT

VISUAL DISABILITY	
AMOUNT	TYPE
ONE EYE	DEVELOPMENTAL ANOMALY
BOTH	DISEASE
PARTIAL	MUSCLE DEFECTS
TOTAL	REFRACTIVE ERROR

BEHAVIOR DISABILITY
PSYCHOLOGICAL
PSYCHOSOCIAL
PHYSIOLOGICAL

IF PSYCHOLOGICAL - TYPE
AGGRESSION
DISCREPANCY
FIXATION
NEUROSIS
REGRESSION
RESIGNATION

IF PSYCHOSOCIAL - TYPE
UNSOCIAL AGGRESSIVE
SOCIAL AGGRESSIVE
OVERINHIBITED

CEREBRAL DISABILITY
ACALCULIA
AGRAPHIA
ALEXIA
APHASIA
CEREBRAL PALSY
DYSARTHRIA
FINGER AGNOSIA
GRAND MAL
PETIT MAL
VISUAL AGNOSIA
WORD DEAFNESS

IF CEREBRAL PALSY TYPE
ATAXIC
ATHETOID
RIGID
SPASTIC
TREMOR
MIXED

STUDENT NUMBER							
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

WESTERN NEVADA REGIONAL EDUCATION CENTER

APPENDIX 2

DATA ERROR ROUTINES

WN-REC
Pilot Project 5th

DATA ERROR ROUTINES

1. If MIXED is marked on RACE, then there must be two or more marks in IF MIXED WHICH RACES.

2. If ENGLISH ONLY is marked in LANGUAGE SPOKEN AT HOME, then there should be no marks in IF NOT ENGLISH ONLY, NAME OF OTHER LANGUAGE, else there should be at least one mark in the latter field.

3. If neither FATHER ALIVE nor MOTHER ALIVE are marked in MARITAL STATUS OF PARENTS, then no other mark should be present in this field.

4. If both FATHER in HEAD OF FAMILY and MOTHER in HEAD OF FAMILY are marked, then FATHER ALIVE, MOTHER ALIVE and MARRIED should be marked in MARITAL STATUS OF PARENTS but no marks should be in this field for SEPARATED, DIVORCED or SINGLE MOTHER. Conversely, if SEPARATED, or DIVORCED, or SINGLE MOTHER are marked, then it will be an error if both FATHER and MOTHER are marked in their respective HEAD OF FAMILY fields. It will also be an error if either FATHER ALIVE or MOTHER ALIVE, or both, are marked and if both FATHER and MOTHER are marked in their respective HEAD OF FAMILY fields.

5. If NATURAL HOME in STUDENT HOME is marked, then either FATHER ALIVE, or MOTHER ALIVE, or both, in the MARITAL STATUS OF PARENTS field, and either FATHER, or MOTHER, or both, in the HEAD OF FAMILY fields must be marked.

6. If GUARDIAN in either or both HEAD OF FAMILY fields is marked, then, either ADOPTED HOME, or FOSTER HOME, in STUDENT HOME should be marked.

7. If SCHOOL or FAMILY are marked in IF AT SCHOOL PAID BY, then AT SCHOOL must be marked in NOON LUNCH.

8. FEDERALLY ASSISTED in ENROLLMENT IN OUTSIDE FUNDED PROGRAMS and at least ESEA - TITLE III and PL 874 in IF FEDERAL, TYPE must be marked on all forms.

9. If PRIVATE FOUNDATION in ENROLLMENT IN OUTSIDE FUNDED PROGRAMS is marked, then there should be a mark in the IF PRIVATE, TYPE field.

10. There should be no marks in the SCHOOL PROGRESS RECORD, IF WITHDREW WHY, and IF STUDENT MOVED, WHERE fields. (This will only be true for this pilot study -- it is not a permanent constraint.)

11. If UNGRADED in GRADE IN SCHOOL is marked, then there must be marks in both parts of the IF UNGRADED field.

12. If SPECIAL in GRADE IN SCHOOL is marked, then there must be at least one mark in the IF SPECIAL EDUCATION NAME THE CATEGORY field.

13. Set up a routine for checking the sequencing of the sheets (cards)

14. Check that the same student number is on all 10 data sheets for each student.

15. Set up a routine to check for left-adjustment errors in FIRST NAME, MIDDLE NAME, LAST NAME, and NICKNAME OR OTHER NAME fields on STUDENT DATA 1 sheet; for MALE HEAD OF FAMILY, LAST NAME and FEMALE HEAD OF FAMILY, LAST NAME fields on STUDENT DATA 2 sheet; for STREET ADDRESS, etc., and BIRTHPLACE, CITY OR TOWN fields on STUDENT DATA 3 sheet; for STREET ADDRESS, etc., and CITY OR TOWN fields on STUDENT DATA 4; for TEACHER, LAST NAME field on SCHOOL DATA 2 sheet; and for FAMILY DOCTOR, LAST NAME, and PREFERRED HOSPITAL fields on HEALTH DATA 1 sheet.

16. For the multiple fields in ALLERGIES, IMMUNIZATION, TESTS, and DISEASE HISTORY there should be no mark in any of the IF YES, YEAR fields unless there is also a mark in the corresponding YES grid.

17. For PHYSICAL EXAMINATIONS fields if the NO EXAM grid is marked, then there should be no other mark in the field the grid is in, nor should there be any mark in the accompanying IF NOT OK DATE field. If there is a mark in the EXAM grid, then either the OK or NOT OK grid must be marked. If the NOT OK grid is marked, then the IF NOT OK DATE field must be marked, otherwise it must not.

18. If YRS. in HOW LONG THERE field is not marked, and if MOS. in the same field is less than 12, then there must be a mark in the FOR LESS THAN 12 MONTHS, etc. field.

19. If CITY OR TOWN in BIRTHPLACE is not the same as CITY - TOWN in PRESENT ADDRESS then PREVIOUS ADDRESS must be marked.

20. PRESENT DATE should be the same for any given school.

RATING OF STUDENT DATA ITEMS BY TWO GROUPS

A USER NEEDS ANALYSIS

March, 1970

Theodore G. Brough

WESTERN NEVADA REGIONAL EDUCATION CENTER
Lovelock, Nevada 89419
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WN-REC
3/70

RATING OF THE STUDENT DATA ITEMS BY TWO GROUPS

Ratings of the value of the student data items were made by two groups of people: a special task force group and a group of educators enrolled in an educational data seminar. The task force group consisted of one each of the following: county superintendent, state department assistant superintendent, high school principal, elementary principal, counselor, elementary teacher. The educational data seminar group consisted of three each of the following: county superintendent or assistant superintendent, high school or junior high school principal, elementary principal, secondary teacher, elementary teacher.

By dropping the ratings made by the state department assistant superintendent (from the task force group) and the ratings of the secondary teachers (from the seminar group) the make-up of the two groups would be similar, one group containing three times the number of members of the other. The ratings of the two groups could then be compared for similarity.

However, the task force group rated the items on a 5-point scale while the seminar group rated the items on a 7-point scale (in reverse order). If the two sets of ratings are ranked in numerical order, then the two sets of rankings can be compared for similarity. In the last four columns of the accompanying table, the average ratings (and ranking) by the two groups are indicated.

An acceptable correlation measure of items ranked by two groups is the Spearman Rank Correlation Coefficient, r_s.* Calculating the correlation coefficient for the two sets of rankings shown in the accompanying table yields:

$$r_s = .627$$

Computing a "t" value for this result, we find

$$t = 4.91 \text{ for } 37df$$

which is significant at beyond the .0005 level (1-tailed test). We conclude that the rankings of the test items (and by inference, the ratings) by the task force group and by the seminar group are very similar.

Another comparison of the two groups of raters can be made by examining the items rejected by each group when rejection criteria are applied. For the task force group any item with an average rating above 2.5 was rejected (8 items). For the seminar group, any item with an average rating below 4.5 was rejected (15 items). Six items (Male head citizenship, Female head citizenship, height, weight, teeth, and disease history) were rejected by both groups. Two additional items were rejected by the task force and 10 additional items were rejected by the seminar group. Both groups accepted 19 of the 39 items on the list.

The subjects in the seminar group were asked to play the role of some other school official and again rate the items. In the role playing, 8 people chose guidance counselor, 2 chose principal or administrator, 3 chose elementary teacher, and 3 chose junior high or high school teacher. None of the raters chose superintendent. In order to make the average ratings of the new group similar to the average ratings of the original group, weightings had to be made for the various role-playing groups. The rating of each principal or administrator was multiplied by 3/2, and of guidance counselors by 3/8. The total combined rating suffers from having no superintendents in the rating scores, but is an improvement over the simple average of the ratings.

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*Siegel, Sidney, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill, 1956). pp. 202-213

The seminar group as a whole rejected 20 student data items (average rating below 4.5) as did the seminar group in a role-playing capacity (weighted as described).

The items that would be rejected at two criteria (below 4.0 and below 4.5) are indicated in the accompanying table. Twelve of the items rejected were common to both rating groups.

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TABLE I - MEAN RATINGS AND RANKINGS OF STUDENT DATA ITEMS
(Seminar Group Compared with Task Force Group)

Data Item	Seminar Mean	Role-playing Mean	Task Force Mean	Task Force Rank	Adj.Seminar# Mean	Adj.Seminar# Rank
I ENTRY DATA						
Name	5.72	5.80	1.0	4.5	6.06	1
Sex	4.55	4.67	1.2	10	4.80	16.5
Ethnic	3.66*	5.14	2.0	22	3.60*	32
Address	4.88	5.86	1.0	4.5	5.00	10.5
Birthdate	4.66	5.06	1.2	10	4.87	13.5
II HOME DATA						
Male Parent At Home:						
Name	5.00	5.34	1.8	16.5	5.27	5
Relationship	4.77	5.74				
Occupation	3.88*	5.40	2.4	27.5	4.00*	28.5
Active Military Duty	3.50*	3.84*				
Education	3.61*	4.60	1.8	16.5	3.66*	30.5
Citizenship	2.94*	3.93*	3.6**	37	3.13*	37
Female Parent At Home:						
Name	4.94	5.33	1.8	16.5	5.20	6.5
Relationship	4.83	5.33				
Occupation	3.88*	5.00	2.4	27.5	4.00*	28.5
Education	3.88*	4.87	2.4	27.5	3.66*	30.5
Citizenship	3.16*	4.13*	3.6**	37	2.93*	35
Language Spoken At Home:	5.05	6.13	2.6**	31	4.73	19
III PERSONAL DATA						
School Transportation:						
Most Used	4.50	4.86	2.4	27.5	4.60	22.5
Distance From School	4.66	4.80	2.0	22	4.73	19
Time to School	4.05*	4.44*				
Known Learning or Activity Limitations:						
Identified	5.55	6.20				
Type (hearing, vision, etc.)	5.95	5.80				
Noon Lunch - Most Often:						
Type (school hot, school box, none, other)	3.39*	4.33*	2.4	27.5	3.46*	33
If "hot" paid for by school, family?	3.66*	3.26*				
IV STANDARDIZED TESTS						
Achievement Test Results	5.16	5.39	1.0	4.5	5.20	6.5
Psychological Test Results	5.27	5.00	1.0	4.5	5.34	4
Intelligence Quotient Score	4.66	4.73	1.0	4.5	4.86	13.5
Aptitude Test Results	5.10	5.00	1.0	4.5	5.14	8.5
V ACCOUNTING, ACADEMIC						
County/District Location	3.94*	4.33*				
School Location	4.16*	4.60	1.0	4.5	4.27*	25
Grade/Class Location	5.05	4.20*	1.4	12.5	5.00	10.5
Homeroom/Activity Teacher	4.33*	4.40*	1.8	16.5	4.68	21
Attendance:						
Times Tardy	4.77	4.40*	4.0**	39	4.73	19
Days Absent	5.66	4.47*	2.8**	32	5.80	2

#Seminar group without high school teachers

*Rejected as rating less than 4.5 (on 7-pt scale)

3.66* Rejected as rating less than 4.0

**Rejected as rating more than 2.5 (on 5-pt scale)

3.6** Rejected as rating more than 3.0

TABLE I cont.

Data Item	Seminar	Role-playing	Task Force		Adj.Seminar#	
	Mean	Mean	Mean	Rank	Mean	Rank
Discipline Referrals	5.22	4.87	1.8	16.5	5.14	8.5
Special Education:						
Program(s)	5.44	5.07	1.2	10	5.37	3
Performance	5.38	5.75				
Academic Performance:						
Course Marks	4.61	5.60	1.0	4.5	4.46*	24
Honors	4.49*	4.86				
School Activities: (Sports, arts, clubs, etc.)						
Participation Record	4.55	5.14				
Honors	4.72	4.33*				
VI HEALTH						
Emergency Procedures:						
Family Doctor ID	4.72	$\boxed{3.93*}$	1.4	12.5	4.60	22.5
Hospital ID	4.44	$\boxed{3.73*}$	1.8	16.5	4.80	16.5
Physical Exam Results:						
Allergies	4.16*	5.06	2.0	22	4.07*	26.5
Hearing	5.05	6.13	2.0	22	4.87	13.5
Vision	5.05	4.93	2.0	22	4.87	13.5
Height	$\boxed{2.61*}$	$\boxed{3.40*}$	$\boxed{3.2**}$	34	$\boxed{2.46*}$	39
Weight	$\boxed{2.78*}$	$\boxed{3.47*}$	$\boxed{3.2**}$	34	$\boxed{2.60*}$	38
Teeth	$\boxed{3.28*}$	$\boxed{3.86*}$	$\boxed{3.2**}$	34	$\boxed{3.06*}$	36
Immunization	$\boxed{3.39*}$	$\boxed{3.67*}$	2.4	27.5	$\boxed{3.40*}$	34
Disease History	4.00*	5.34	$\boxed{3.6**}$	37	4.07*	26.5
VII EXCEPTIONAL STUDENTS						
Intelligence:						
Gifted	5.66	6.13				
Deficient	5.66	6.13				
Special Disabilities	5.72	6.33				
Behavior Limitations	5.44	6.33				
Cerebral Disability	5.61	6.33				
VIII SPECIAL						
PL 874 Eligibility	4.94	$\boxed{3.40*}$				
Title I Eligibility	4.61	$\boxed{3.80*}$				

#Seminar group without high school teachers

*Rejected as rating less than 4.5 (on 7-pt scale)

$\boxed{3.66*}$ Rejected as rating less than 4.0

**Rejected as rating more than 2.5 (on 5-pt scale)

$\boxed{3.6**}$ Rejected as rating more than 3.0

SIMPLE CORRELATION OF MEAN RATINGS (PEARSON'S r)

The most powerful test of the relationship of two series of measurements, in this case ratings by two groups or by two techniques, is Pearson's coefficient of correlation.** In the present situation, four correlations have some meaning:

1. Adjusted Seminar mean rating vs. Task Force mean rating (The relationship of ratings of identical items by two similarly constituted groups) [Col. 5 vs. Col. 3, Table I].

2. Role Playing mean rating vs. Task Force mean rating (The relationship of ratings by two groups, both of which were asked to play a role). [Col. 2 vs. Col. 3, Table I].

3. Role Playing mean rating vs. Adjusted Seminar mean rating (The relationship of one group of people rating identical items from two different points of view, one a role-playing situation. The ratings by the members of the group in both situations were weighted to make membership equivalent). [Col. 2 vs. Col. 5, Table I].

4. Role Playing mean rating vs. Seminar mean rating (The relationship of one group of people rating identical items (expanded list) from two different points of view, one a role-playing situation. Only the role-playing mean was weighted, hence memberships were not equivalent). [Col. 2 vs. Col. 1, Table I].

** Garrett, Henry E., Statistics in Psychology and Education (New York: David McKay, 1966), pp. 197-202.

The resulting Pearson r coefficients of correlation for the four cases cited are as follows:

1. $r = 0.497$ $p < .005$
2. $r = 0.347$ $p < .05$
3. $r = 0.511$ $p < .005$
4. $r = 0.621$ $p < .005$

The weakest correlation of the group (significant beyond the 5% level, however) is that of the Role Playing ratings and the Task Force ratings. Each of the other correlations reach a high level of significance. The degree of correlation (and the level of significance) is increased if one converts the group ratings into group rankings and tests the correlation using the Spearman Rank Correlation Coefficient, r_s.

We can conclude, therefore, that there is a high degree of consistency between ratings of the value of proposed student data items as viewed by groups of education experts in the State of Nevada.